

DIARY

Making an impression

If there were an Army medal for lack of gallantry, it might go to Major M F Ranson, who appoints teachers to Services schools overseas.

Major Ranson has collected what he terms a "book of howlers", not by pupils but by teachers, and largely drawn from job application letters. And he has revealed some of them in a recent issue of the bulletin of the Service Children's Education Authority.

Among those which are read out over the port and cigars in the officer's mess is one from a female teacher claiming: "I am a very experienced teacher, having taught both vertically and horizontally", and the application of a male teacher who writes philanthropically: "Should I be appointed to a teaching post in Germany, then I should like you to know that my wife, who will accompany me, will be available for hire within the garrison."

These two presumably were hurriedly invited for interview. The one who wrote: "I am a member of the illiterate teaching staff" presumably was not.

Even more endearing than the howlers though, are some of the references that teachers produced. One reverend mother displayed a certain lack of proportion and a touching faith in the British Army's spiritual values, when she wrote: "Miss X is a devout Catholic, which must in itself be a more than adequate recommendation as to her suitability for a post in one of your schools."

But best of all, I like the reference for a young lady from the Highlands. They included one from a local officer of constabulary, obviously a man of stern Presbyterian values. He wrote "Miss Y is a sound God-fearing and upright character. She is not a drinker and has no reputation whatsoever with regard to either men or women."

Alas, it was soon to be revealed that this paragon of virtue had secretly already begun the descent down the primrose path. The reference from her headmistress included a damning phrase hinting at hidden depths of depravity. It said: "Miss Y has recently taken to attending meetings of the Young Farmers' Club."

Compare and contrast the fringe benefits

Public opinion certainly seems to have been far more sympathetic to teachers than the profession could have imagined at the start of the industrial action. An increasing number of local authority politicians have expressed their support in word if not yet in deed.

Even the much despised "media" has been relatively supportive, that is not downright hostile, with the NUT leader Fred Jarvis in particular receiving accolades that must have him rubbing his eyes.

But, as some of the more cynical members of the profession must occasionally think in the dead of night, there still isn't no money.

The settlement was due on April 1. It is now nearly the end of June and the end of term. And all the goodwill in the world won't pay for a hotel room on the Continent this August.

Even more depressingly, ministers and Conservative MPs remain obstinately out of tune with any increased public sympathy there might be for the teachers. And, whatever the new com-

position of the Burnham management panel, it is hard to see how the local authorities can substantially increase the pay offer if the DES, Cabinet and Parliament are against making more cash available.

An insight into the thinking of Conservative MPs on the issue in a document produced by the West Midlands region of the NUT makes depressing reading. The union wrote to local MPs pointing out that since 1979 the cost-conscious MPs had actually increased their own pay by 145 per cent. Teachers' pay, even with the impetus of Clegg, has only risen by 78 per cent, with average earnings as a whole rising by 84 per cent.

This attack on the inglorious proved too much for one MP, Jill Knight, honoured this week.

"I am afraid," she wrote, "I cannot support the argument that a very large increase should be afforded to teachers because of 'comparability'. If MPs were to use that argument, they would have to have an enormous increase."



Jill Knight: cannot agree



Roger King: job satisfaction

since even if our salaries are compared only with European MPs we are at the bottom of the league, but we would not dream of asking for comparability with them since the country could not possibly afford the wage bill. And if we compared only with people in Britain we are well behind civil servants, social workers, chefs and many head teachers."

Other MPs expressed their abhorrence of strike tactics and their wish for the teachers to go back to the structure talks. Interestingly, one of the least hostile replies came from a Cabinet Minister, Norman Fowler, who says he has been approached by several constituents about teachers' pay and is taking the matter up with the Education Secretary. One might have thought that the subject would have been a Cabinet discussion by now and he would be conversant with the arguments. But, better late than never.

The reply that I treasure most, though, comes from Roger King, a businessman MP, who writes to a female teacher:

"As I understand it, there appear to be too many teachers chasing too few promotional opportunities. Where a teacher in the family is a joint breadwinner, then the pleasure of teaching (still a major factor in job satisfaction according to my teaching friends) probably overrides financial reward. However, in your particular case, I would advise you to look for opportunities in industry with the knowledge that a subsequent return to teaching later on is always a possibility."

And with a sting in the tale which gives a real insight not just into Mr King's view of teachers but also of working mothers and how their salaries should be calculated, he adds: "I recognize that £109 per week is not an excessive reward by any standards for the skills you have, but one should not lose sight of the fact that in addition to this sum, some £20 per week can be added for child benefit."

Bring to book

I wrote a few weeks ago of a disgruntled NUT member complaining in her union journal that the NUT training centre at Stoke Rochford had a sauna and jacuzzi, but no library.

I am informed that it was not ever thus. Before the NUT took possession of Stoke Rochford, it was home to Kesteven college, a teacher training establishment which housed a rather splendid and indeed quite famous library.

So, what became of it? Apparently, when the union took over, it was somewhat strapped for cash and sold the 50,000 or more books to a second-hand dealer for a six-figure sum.



Patrick Harrington: lone and defenceless

Philosophy and fellow-feeling

Roger Scruton, reader in philosophy at Birkbeck College, University of London, may soon lose his unofficial title of the philosophy department's most controversial figure.

I understand that Patrick Harrington, at present studying for his final at the North London Polytechnic, has applied to do a postgraduate course in philosophy at Birkbeck.

The news is unlikely to bring undiluted joy to the Birkbeck authorities, as Harrington, an official of the National Front, has been the centre of student demonstrations that almost threatened the closure of North Lon-

dun poly.

Mr Scruton, a former external examiner on NLP's philosophy course, has in the past been critical of students who tried to deny Harrington's appointment to the polytechnic. In his column in *The Times*, Mr Scruton referred to Harrington as "lone and defenceless".

If Harrington does end up at Birkbeck - and we will not know for some time as his final have been postponed until September - then his arrival might well put Roger Scruton centre stage.

David Lister

NOTICEBOARD

PEOPLE...

Miss Jill Harris, formerly deputy head of Canonbury Infants' School, north London, has taken up her appointment as head of Pakenham primary school, also in north London.

Ms Delinda Sampson, formerly acting head of Sheen Mount primary school, Richmond, has taken up her appointment as head of Huntingford primary school, south-west London.

Mr Simon Walsh, deputy head of Lady Anne Cheyne middle school, Isle of Sheppey, Kent, to be head of Mereworth County primary school, near Maidstone, Kent.

Mr Roger Griffiths, head of Hurlingham College, to be deputy secretary of the Headmasters' Conference and the Secondary Heads Association from April next year on the retirement of Mr Robson Fisher.

The Rt Hon the Viscount Thurso of Ulster, JP, succeeds the Earl of Sigmund and Kilmorack KT as President of the Boys' Brigade.

Lt Cdr Gordon Loggins, head of Monkton House School, Cardiff, has succeeded Mrs Margaret Miller-Williams as Chairman of the Independent Schools Association Incorporated.

Beverly Anderson, previously presenter of BBC's *Sixty Minutes* and head of Barnwood first school, Barton, Oxford, has been appointed to a senior lectureship with special concern for social studies in the curriculum at Oxford Polytechnic.

Applications are invited for travelling fellowships for 1986 offered by the Winston Churchill Memorial Trust. About 100 awards are made annually. All UK.

CONFERENCES...

July 1-2
Third annual learning difficulties conference at Kingston Polytechnic. Speakers include Diane Montgomery, Sir Edward Britton, Afzal Ahmed, Lucy Cowdery and Mrs S Fowler. Details from Diane Montgomery, Kingston Polytechnic, Gipsy Hill Centre, Kingston Hill, Kingston upon Thames KT2 7LB.

July 3
Voluntary Organizations Liaison Council for Under-Fives (VOLCUF) AGM at Thomas Coram Foundation, 40 Brunswick Square, London WC1. Professor Barbara Tizard will be the guest speaker. Details from the councilization of under-threes inside and outside the family. Details from Elsa Dicks, VOLCUF, 130 City Road, London EC1V 2NU.

July 6
A conference organized by the British LOGO Users Group and the Centre for Mathematics Education, Manchester Polytechnic, to discuss the implications of the HMI report, *Mathematics from 5-16*, with particular reference to the use of computers in mathematics education. It will be held at Manchester Polytechnic and the fee is £75.00. Details from Dr Boris Allan 061-440 9313 or Roger

COURSES...

July 10-12
The Association of Liberal Education annual workshop and conference. "The do-it-yourself curriculum kit" - a practical guide to learning" will take place at Chelmer Institute, Chelmsford, Essex. Workshops will be held on: utilizing CPD, and devising teaching materials. Details from Daryl Glean or Elaine Paget, CPVE Business Group, Southend College of Technology, July 18 and 19.

July 18 and 19
A conference followed by a seminar on the Swann Report at the University of Bradford. Keynote speakers will include Lord Swann, John Evans, Dr Galendra Verma, Trevor Carter and Professor Chris Mullard. Details from ICIS, University of Bradford, West Yorkshire.

July 12-16
Planning for Prolonging a CRAC course to be held at the University of Nottingham for teachers, members of working parties, consultants and trainers. The course tutors will be Bill Law, National Institute of Careers Education and Counselling, and John Storey, Industry Project, SOCC. Full residential fee £107.47. Details from CRAC, Belem Street, Cambridge CB2 1LZ.

July 12-16
British Association of Advisers and Lecturers in Physical Education annual congress and course at Trinity and All Saints' College, Leeds. The theme will be current issues in physical education.

COMPETITIONS...

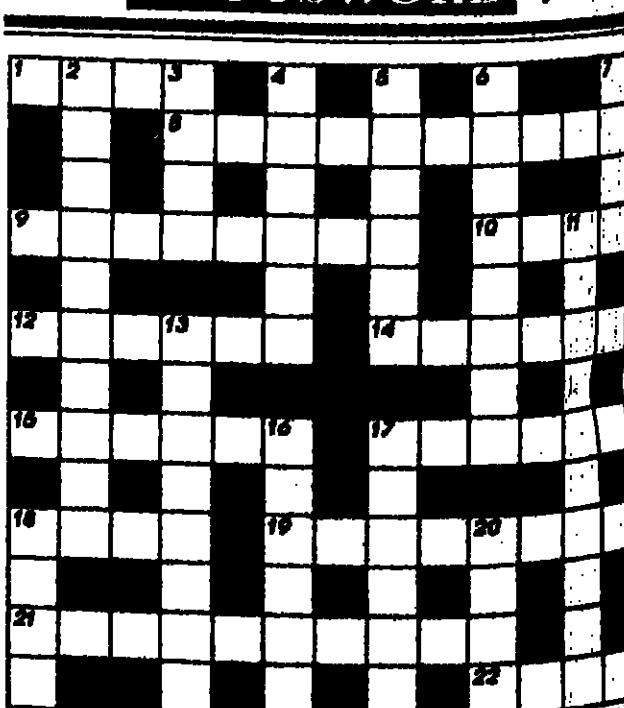
Write a Poem for Children is a competition organized by the Humber Association of Writers and Poets. Details and entry forms from Mrs E Dubey, 355 Briernell Avenue, Hull HU5 4TN. There will be cash prizes of £100, £50 and £25 and the closing date is November 30.

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Training Opportunities for Teachers and Adults is a pack of three booklets and an appendix prepared by the National Institute of Adult Continuing Education. The first contains information for voluntary organizations and public authorities about national and regional training schemes. The second describes Open University training opportunities, and the third is the report of the Advisory Council for Adult and Continuing Education: *Teachers of Adults' Voluntary Specialized Training and Evaluating Training Courses*. The pack costs £2.95 including postage from NIACE, 19b De Montfort Street, Leicester LE1 7GE.

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No 208 CROSSWORD by Rufus



Across

1 One set it may hold an ice-cream (4)
2 Dostoevsky's partner in crime (10)
3 You may lose a whole day going over it (4-4)
4 One of the original wild-life conservationists? (4)
5 Look for a key-cutting (4)
6 A number set about forming principles (6)
7 Grab a bit of sleep, perhaps (6)
8 Promise to undo, perhaps (6)
9 A wave through outside the room (8)
10 Accommodation for a model family (5,5)
11 About to circle at speed (4)
12 Ship wrecked in time race (1,3)
13 Record the same note twice - it's sharp (4)
14 Urge to defy authority (4)
15 A quarter-cent rise (4)
16 The height of distinction (8)
17 Letter without a be-roughing up opponent (10)
18 Brief case (3-3)
19 The full extent of a down (6)
20 Help a character in opera (4)
21 Rush up to see the animals (4)
22 Solution to puzzle 201

THE TIMES Educational Supplement

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Unions' census may wipe out NUT majority on Burnham

by Richard Garner and Diane Spencer

The National Union of Teachers looks set to lose its overall majority on the teachers' pay negotiating body following the probe into union membership numbers ordered by Sir Keith Joseph.

All teacher unions have to submit membership figures to Sir Keith by today. And the details they give him will make it clear that the NUT no longer has more members than all the other unions put together. It will also become clear that other teacher unions have been quoting unrealistically high membership figures in recent weeks.

Sir Keith intends this year to reform the composition of the teachers' side of the Burnham Committee on the basis of the new figures. And it is possible that come the end of the year, the pay dispute will still be continuing.

As the *TES* went to press, only two unions - the NUT and the Assistant Masters and Mistresses Association - had yet to supply membership details to the DES but both had confirmed they would respond by the deadline.

In its publicity material, the NUT claims a membership of 235,000 - including retired and student members. But it was indicated this week that its reply to the DES would show around 210,000.

If that proves correct, it would then compare with a total of about 224,812 from the other teachers' unions.

Sir Keith has told Mr Fred Jarvis, NUT general secretary, that he would be prepared to accept independent verification of the figures if all the teachers' unions can agree on a scrutiny.

The NAS/UWT, the second biggest teachers' union, will reveal a membership of 115,000. It has boasted a membership of 127,000 but those in Northern Ireland and Scotland had to be discounted from the final figure being used for Burnham calculations covering only England and Wales.

The National Association of Head Teachers says its return showed a membership of 19,952. However, it has since told Sir Keith the figure has now increased to 20,475.

The Professional Association of Teachers, which had reckoned its return would be around 25,000, has told Sir Keith the figure is 21,260.

The Secondary Heads Association, which had been expected to submit a return of about 4,000, has told Sir

Keith its membership is 4,700.

In the case of AMMA, it was expected its final figure would be about 65,000 state school teachers - even though it recently said its overall membership has increased to beyond the 100,000 figure. It is the strongest of the teachers' unions in the independent sector.

The college lecturers' union, NATFHE, which has a seat on the teachers' panel but does not recruit in primary and secondary schools, is therefore not involved in the numbers game. However, Sir Keith may well take their seat away from them.

Meanwhile teachers' leaders and local education authority employers are expected to decide on a joint approach to the government to ask for more money, when they resume negotiations next week (see page 6).

Hopes for a settlement in the college lecturers' pay dispute rose this week when the two sides agreed to a meeting of the Burnham Further Education Committee next Friday.

This is the first formal meeting since mid-March when talks broke down after the biggest union, NATFHE, rejected a 4 per cent offer.

Mr John Pearman, chairman of the employers' panel, met NATFHE leaders this week to pave the way for the formal meeting. He hoped next week's talks would also tackle the structural matters over conditions of service as well as an improvement in the pay offer.

This weekend NATFHE - in its National Council meeting - will decide how to step up industrial action in support of its claim for a 20.5 per cent increase. Selective two day strikes in a number of colleges next term is the next likely move.

Mr Giles Radice, Opposition front-bench spokesman on education, has again promised that a future Labour government would hold an inquiry into the level of teachers' pay. *Mike Durham writes.*

In a speech in the Prime Minister's Fitchley constituency this week, he said Labour would give teachers a pay rise to be phased in over a number of years.

An inquiry would determine a "proper professional salary level" for teachers and devise a way of preventing it from falling behind.



Awaiting the verdict... Bradford head Ray Honeyford at the meeting of Drummond middle school governors this week. Full story, page 3.

Probe urged on mortgage ban

Half of the country's teaching force cannot take out mortgages with the Teachers' Building Society.

This has emerged following a mortgage application to the society by Mr John Dannatt, a member of the National Association of Schoolmasters/Union of Women Teachers.

He was told that while anyone could invest with the society only teachers who were members of the NUT or an affiliated union - such as the National Association of Teachers in Further and Higher Education - qualified for mortgages.

Now the Registrar of Friendly Societies, with whom the society is registered, has been asked to investigate whether it should change its rules.

After his rejection Mr Dannatt

wrote to the Registrar asking if the demand for union membership as prerequisite for a mortgage was fair.

He is also approaching the Advertising Standards Authority - claiming the society should not advertise special rates for NUT members when other teachers are excluded from a mortgage advance.

The Teachers Building Society was set up in 1966 to fill a gap in the mortgage market, at a time when women found it far more difficult to take out mortgages. Mr Fred Jarvis, general secretary of the NUT, is president of the society.

A spokesman for the NUT said that it was run as a separate company. Under its rules, the society offers a half per cent discount on mortgages to

NUT members, but will also advance mortgages to members of the general public.

However, its directors have decided that anyone who is eligible to join the NUT and has not done so should qualify for a mortgage advance.

Mr David Smalley, assistant manager of the Teachers Building Society, said: "The society's rules have been registered with the Registrar in the normal way - as is the case with all building societies - and they have always been very happy with them."

He explained that the directors would take account of any comments made by officials from the registry who carry out regular checks on societies registered with them.

£67,000 to handle the post

by Sarah Bayliss

Handling Sir Keith Joseph's correspondence costs the taxpayer £67,000 a year in salaries alone, according to a revealing breakdown of the Department of Education's budget.

No fewer than 7.9 civil servants (full-time equivalents) on average salaries of £8,000 a year are gainfully employed "handling ministerial correspondence".

Elsewhere in the Department's corridors of power sit two highly-paid civil servants earning about £22,000 a year. They are principally occupied with the

future of the Inner London Education Authority, their task being to "secure the optimum structure for the education service in inner London, following the abolition of the Greater London Council".

Eight civil servants - middle ranking on £14,000 a year - are preoccupied with "teachers' misconduct". They must ensure that the department's official blacklist - known as "List 99" - operates effectively.

Then there is the Press Office which employs 13 staff and costs £183,000 a year to help journalists report and comment "accurately and fairly".

Manpower targets have reduced staff numbers by 250 since 1979 and the DES now faces the "difficult task" of cutting 90 more posts by 1988.

The figures come from a 23-page annex to a report detailing the tasks and costs of the 2,400 staff at Elizabeth House - including 465 HM Inspectors - who cost £50 million a year. The report - which has no press release attached - is the department's latest response to a value-for-money drive

launched three years ago by the White Paper *Efficiency and Effectiveness in the Civil Service*.

The DES account explains that this measure - called the Financial Management Initiative - aimed to spread a new "management philosophy" throughout the Civil Service. At all levels civil servants - called "managers" - should have a clear view of their objectives; take responsibility for getting value for money "including a critical scrutiny of output"; and be given more information "particularly about costs".

The principal objectives of the DES says the report, "are to raise standards of achievement and to achieve better value for money throughout the education system". The White Paper *Better Schools and Green Paper* on higher education reflect this philosophy.

The Financial Management Initiative: the response of the Department of Education and Science is available free from Room 15/2, DES, Elizabeth House, London SE1 7PH.

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Honeyford talks

Bradford is expected to renew its efforts for a financial settlement with middle school head Ray Honeyford.

Cash shortages
Cash rewards for shortage subject teachers are suggested this week.

Youth plan
Mark Jackson examines a radical

Platform

David Humphreys says the Audit Commission has neglected effectiveness and efficiency in its search for economy in further education.

No level
GCSE pass rates can vary by as much as a third.

See no evil
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Resources/Media
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EFL and ESL: Susan Norman on how to begin a teaching career;

When the real bargaining starts

The Burnham meeting requisitioned for next week will come at a crucial time. If there is no progress made then towards breaking the deadlock over teachers' pay, the school holidays will take the heat out of the situation until the autumn, by removing daily evidence of the damaging effects on pupils of teacher action.

The implacable timetable of local government financing adds to its own urgency. First decisions about the level of rate support grant are made by the end of July. It was partly the failure of last year's negotiations to meet that deadline that led to last November's crucial showdown, when the Education Secretary broke the news to local authority leaders that he would not inject new money into the 1985/86 RSG settlement to finance a structure deal.

The fact that the local authorities cannot find extra money of their own is now accepted on all sides, and demonstrated in the search for sudden cuts in i.e.s like City which only budgeted for a 3 per cent rise. Rightly or wrongly, it is harder to reopen the RSG deal, than to make your move before it is set in concrete.

The third factor is that this will be the first change for the new Labour leadership of the management side to flex their political muscles, to demonstrate that they are better qualified than the departed Tories of the Association of County Councils to reach an understanding with the teachers and present a united front to Sir Keith Joseph.

The danger is that this paramount need to establish credibility with the unions will lead to more posturing than progress in the first new look Burnham. So much wheelbar-dealing has been going on between the Alliance and Labour to sort out the post-election reins of power at the ACC, and the Labour leaders of both ACC and the Association of Metropolitan Authorities are now advisedly playing their cards so close to their chests, that their exact strategy is not yet clear.

At present it seems possible that the new management panel will acknowledge the pointlessness of making any offer that they can afford for this year, endorse Fred Jarvis's six-point creed, and much shoulder to shoulder with the unions to demand more money from Sir Keith.

That would show solidarity with the teacher unions' insistence on a well-merited rise for this year before they will start to think about 1986, but in the likely event that this confrontation fails to move

public opinion or Sir Keith sufficiently, they might at least have persuaded the teachers' side that it is time for the real bargaining to start. And - given the declared positions - it must be safe to predict particularly delicate and complicated negotiations.

It is to this dispute that we must credit the latest term to creep unobtrusively into pay bargaining: "end-loading", which adds a certain something to phasing. By end-loading, you can make an offer of say, 6 per cent, but by deferring payment of the full amount to the last three or four months of the financial year, keep the total bill within budget limitations. The inescapable logic of that is that the figure for the next year is up by at least 6 per cent.

In any event, there are persuasive voices on the employers' team who not only accept the implications of end-loading, but suggest that the figure should be (for example) 6 per cent plus in the second year. It is also recognized on the employers' side that the structure talks will have to be reopened to prise any worthwhile financial concessions out of Sir Keith, though that seems less likely to happen at the projected Burnham meeting than at some subsequent occasion.

Unless the Government falls, or Sir Keith is retired, or there is a U-turn on public spending, it is really a matter of how soon both unions and employers concentrate their minds on the Education Secretary's letter of May 21. As usual, at critical points in the pay row, Sir Keith this week made a statement in the House of Commons to remind protagonists where he was currently drawing the bottom line.

It was clearly drawn on May 21 in a letter to the employers' leaders which, together with a proposed statement of teachers' duties, does repay study.

The 14 points which Sir Keith suggests might be included in a new contract (TES, May 24), which he regards as a starting point for negotiation, are not very different from those proposed by the employers last November, except that they place more emphasis on curriculum, examinations and appraisal. He also offers to exclude mid-day supervision from any list of teachers' duties.

Some of the signs suggest that his position on selective rewards linked to appraisal has been modified. Although the threatened appraisal legislation is still on the cards for the Queen's speech in the next Parliamentary session, it is now recognized that compulsion won't work and that the political will to

cooperate on the development of a national framework cannot be counted on.

What then are the implications of the key statement in his letter that: "the Government envisages an agreement that would require employers to promote more teachers than under the existing system to the higher salary scales, exercising their discretion in doing so in the light of the quality of teachers' work and the demand for their skills and qualifications elsewhere?"

On the most positive interpretation, he wants a commitment that will change the promotion ratios completely, by making it possible for more of the two-thirds of teachers currently stuck on Scales 1 or 2 to be promoted to higher scales because they are good class teachers, or physicists, or because the school needs them. Although this scenario implicitly drops the difficult idea of with-holding increments for bad teachers (which the employers had thrown in unconvincedly to try to meet his wishes) it fudges completely the issue of how the local authorities could carry out that sort of management exercise before a nationally agreed appraisal framework was in place, or how it could begin to be made acceptable to the unions.

There is, in any case, stalemate since Sir Keith won't name a figure unless there is commitment in principle to a contract by October, and the unions won't start to discuss a contract until a figure is forthcoming.

It will need all the clout of a fresh management team to crack that one, but in the end any realistic settlement is going to have to phase costs over several years if teachers' pay is to be brought up to its right and proper level. There is now virtually all-party agreement on that, and on the need for some form of contract and appraisal scheme in part-time.

Where this Government stands alone is in the determination to make teachers a special case for merit treatment this year. If the unions and employers can speak as one voice to make the counter-case, that will be a welcome move in the right direction. But it would be that much more convincing to the public as well as to Sir Keith if the unions were also to show willingness to start talking about a contract. It is still difficult to dismiss the suspicion that the teachers would have had a stronger case all along if only the NUT had not refused even to discuss a new structure for the profession, at the time when it mattered most.

COMMENT

Age of information

The deplorable state of school libraries has, not before time, been getting a bit more attention. For many years now, outside a handful of determined local authorities, their condition has been affected by a nasty feedback loop: both shortage of resources and lack of attention by too many heads and senior staff leading, in many schools, to libraries that are neglected and unused, with depressing and deteriorating stock.

This condition is now documented - in alarming detail - in the HMI survey of libraries in 59 schools in six local authorities (page 8). In one school the library had been abandoned altogether; only 12 had good stocks of books. 16 schools spent less than 50p a head on library provision.

Only three had good multi-media resource collections and 43 stocked only books. Only 28 schools had ancillary help (some for only 1½ hours a week). 19 were run by teachers who were given no time in the school day for their library responsibility.

When everyone - not least the Government - is talking about bringing up children to cope with the information age, it's more than depressing, it's positively damaging. Any serious programme for teaching information technology - such as Croydon's - starts with, and centres on, school and public libraries.

All the new pre-vocational initia-



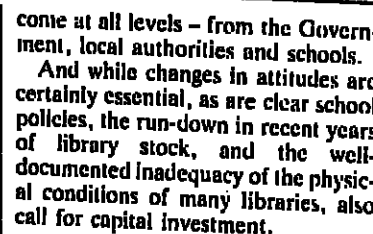
One library that works

tives, with their often-stated aims of providing both an introduction to information technology, and integrated, student-centred courses, will depend on good, well-organized and computerized libraries.

Last year, the important report of the Library and Information Services Council - grandly but reasonably called *School Libraries: the Foundations of the Curriculum* - spelled out the needs, the resources, and the changes in attitude required to reverse the spiralling decline of school libraries and put them back where they belong, at the centre of teaching and learning.

Mr Bob Dunn's speech on the subject this week was a predictably minimal response to the recommendations. He concentrated on attitudes, and the familiar cry that "schools must have a policy", and ignored the recommendations in the report about how the DES might take a lead.

If anything is to change, action must



Whose world is it anyway?

"What," asked the end-of-term geography paper at Geoffrey Willans' legendary St Cuthbert's, "would you find at Hull?"

Molesworth gave the examiner short shrift. "No one but a fool would ask this question. You might find anything at Hull. It might be a razor blade or an ear trumpet or a pair of bagpipes if just depends who is lying around. In any case you could find the same things in Ipswich. Be more precise in future."

Which is precisely the message that Sir Keith gave the geographers last week in a long and thoughtful dissertation on the whys and wherefores - and, most particularly, the whithers - of their subject.

Geography, he said, offered a bridge between the humanities and the sciences. Its role as a cross-fertilizer was one of its main strengths, but also a weakness since too much of it could lead to geography being totally washed away into economics and history, meteorology or geology.

Geographers themselves had to be

clear about what their subject was uniquely or best qualified to offer, since it was on this basis that their subject's claim for scarce curricular time should be made and judged, he warned.

There was predictable alarm at this from members of his audience at the Geographical Association, who took the warning, and Sir Keith's obvious desire to bring history and geography into an increasingly intimate relationship, to signal the end of their subject as they knew it.

But Sir Keith answered his own challenge. Geography, he said, was about "the world as the home of mankind". It helped pupils to understand the intricate relationships between economic, social and political factors and the earth's surface, and taught people to appreciate spatial relationships and patterns of distribution. As such, it had an essential role to play in both primary and secondary schools.

Sir Keith's own geographical anxieties lay elsewhere, in the fear that growing numbers of pupils were being taught that filthy capitalism was the root cause of Third World poverty and inner city deprivation.

Geography should teach about the complexity of situations, rather than offer erroneously simplistic analyses, he said. More could be taught, for example, about the results of wealth creation, and how human ingenuity and capability could soar above difficult physical circumstances - in what he had already pointed out was a value-laden arena, his predictions were showing as clearly as anyone else's.

Don't limit the options 17-year-olds

John Swallow's plea for a package of education and/or for 14 to 18-year-olds (TES, June 10), attractive but, like so many education initiatives, it fails to account of the growth of continuing education that will be demanded by the changing work patterns of technological future.

Assessment at 16 is likely to be for many years and cannot be seen as easily as Mr Swallow hopes. But the consequent push on the 16-19 range and the push for providers caused by A, Q, AS, CEE, CPVE, RSA, BTEC, YTS can only lead, with present unemployment, to a mode which we are liable to forget the young people themselves.

In discussing the 16-19 curriculum we cannot avoid the social and employment situation for which young people are being prepared by the curriculum. Everywhere, one meets profound unhappiness with the situation and few people, it seems, are conscious of the young people's views in the light of that social reality.

At 16, young people either continue with their academic studies or, if they are not qualified for this, follow a suitable help course. A very large number of people - those who want paid work - are frustrated and may remain so for many years.

By focusing on 14-18 or 16-19 are implying that there is an end to the young person's educational progression when future work patterns (vide Handy, Stonier, Ward, etc.) that education has a longer-term to play in everyone's future. Everyone wants their post-16 education immediately.

Many would prefer to work then return to their education later, but just one example: Information Technology Centres should be open at night to allow people in mid-career to familiarize themselves with the changes in micro-technology. They are too good a concept to be put exclusively for 17-year-olds.

So, let us stop debating 16-19 or start thinking 16-99. This will broaden our horizons, enable us to integrate work patterns with learning and education the important role that should have in the 21st century.

In a 16-19 scheme, everyone would receive, say, seven options each worth a year's education. Some people would use five of these and immediately on A levels and a degree saving only two. Others may do a one-year course and use six later.

Many will prefer to obtain post-16 at 16 and save all seven options for later job changes or leisure. The gaps created by older people using their options will provide jobs for the younger people who need them.

Implicit in this is a new role for schools and colleges, a different attitude to education and work, and belief that education has a greater role in the future which will lead to an overall improvement in the quality of life.

John Dunford

John Dunford is head of Durham Johnston comprehensive school, Durham City.

no comment

"I have a hearty respect for teachers, know I couldn't be a teacher, and you, paradoxically, know every one of you that you could be Secretary of State for Education."

Sir Keith Joseph at the Geographical Association conference last week.

Bradford looks for deal despite governors' reinstatement recommendation Honeyford settlement still sought

by Bert Lodge

Bradford education authority is expected to renew its efforts to reach a financial settlement with Mr Ray Honeyford, the middle school head currently suspended after a race relations row.

The I.C.A. is likely to pursue this line even though Mr Honeyford was this week given a vote of confidence by his board of governors after a three-day enquiry.

Mr Honeyford was suspended in April following a year-long row over an article he wrote in a right wing magazine criticizing some aspects of multicultural education.

Although Drummond middle school governors have called for his reinstatement the final recommendation rests

with the assistant director of education, Mr Norman Roper.

Mr Honeyford may now make a personal statement or submit a written statement to Mr Roper before any such recommendation is made.

If Mr Roper recommends dismissal then Mr Honeyford will be entitled to request a hearing before an education sub-committee.

Mr David Hart, National Association of Head Teachers general secretary who has been advising Mr Honeyford, said this week: "I cannot conceive of any officer of an education authority challenging a decision reached by a board of governors after three days of hearing evidence and eight hours of final deliberation".

It is believed there have now been five attempts starting many months ago to agree a deal to end the affair.

If a financial settlement is reached this would amount to a partial saving of face for the 41-strong Labour group on Bradford Council which has clamoured for Mr Honeyford's dismissal.

Mr Honeyford told *The TES* this week: "I want my job back. But if I return my opponents have said they will wreck the school. And I have not the slightest doubt they will begin all over again".

Miss Jenny Woodward, the parent-governor of the 550-pupil school where 90 per cent are Asian, leader of the parents' action group, has said the campaign would continue. Along with

Labour nominees on the governing body she boycotted the hearing last weekend describing it as a charade.

If the hearing had been next term the composition of the governing body would have been more tightly related to the school. Under new regulations due to be introduced in September each school will have its own governors instead of one board covering five schools as at present. Three parent representatives and three community representatives will sit on the board compared with one of each for each school as now.

Only two of the five parent governors were present at the hearing held at Ilkley College last weekend.



David Finn: "Anyone who did well at this exam would not be a good philosopher".

Philosopher resigns over A level marking

by Susannah Kirkman

An A level examiner has resigned in protest at what he claims is an unfair marking system for philosophy papers.

Mr David Finn has accused the Associated Examining Board of inflexibility in its marking. "Although philosophy is a subject which lends itself to dispute, the chief examiner didn't allow any marks for additional points made by this year's candidates," Mr Finn explained.

Mr Finn showed one answer, which was awarded one mark out of 25 at the first examiners' meeting, to a London University lecturer in philosophy, who said it would have passed at degree level. The candidate was penalized for discussing the premise on which the question was based, rather than simply answering the question itself.

Mr Finn, who has a first-class honours degree in philosophy and is an Oxford B Phil, said that another candidate had lost marks for disagreeing with the philosophical basis of a question, although he supported his arguments by quoting from an appropriate philosopher.

The chief examiner told him that

to tackle the question if he did not believe in the theories behind it. Trying out different lines of argument is an important part of philosophy, Mr Finn believes. "Anyone who did well at this exam would not be a good philosopher," he said.

"It makes one wonder about the suitability of this subject at A level," commented Dr David Hamlyn, professor of philosophy at London University, in a letter to Mr Finn.

But the AEB, which has offered A level philosophy for the first time this year, has denied that the marking was unfair. Mr John Day, Secretary to the AEB, told *The TES* that answers had to be related to the questions to ensure comparability. "A degree candidate may be expected to give broad answers, but this doesn't work at A level because of the huge number of candidates," he said. The marking scheme had to be adhered to rigorously, otherwise there would be inconsistencies.

It was perfectly feasible to offer philosophy at A level, Mr Day insisted. Hundreds of teachers had urged the Board to introduce the subject and many were delighted with the course

NEWS

Vocation courses slump

by Diane Spencer

Part-time courses in vocational subjects at advanced level are underused in polytechnics and colleges, HMI inspectors said this week. Their report faintly echoes the Audit Commission's criticisms of last week.

The Commission claimed in its report that 75,000 extra students could be taught at little more cost. But HMI inspectors failed to give a figure. "At present, part-time advanced education courses are under-utilised; increased enrolments on many courses could be accommodated at relatively small marginal cost and with advantages for the quality of the education of the workforce in general," says the HMI report.

Based on a sample of 48 colleges, including eight English polytechnics, the report concludes that employers needed to place a higher value on education and training in some colleges. Nearly half the students are aged 25 and over and the majority are employed.

The inspectors recommended that colleges should consider whether the traditional academic year is best for students and employers. Use of distance and open learning techniques to enhance teaching was strongly urged.

Part-time advanced further education: an HMI survey of vocational courses. HMSO £2.00

well-taught and successful. The inspectors looked at seven vocational areas: business studies, computing and mathematics, construction, engineering, health and social services, catering and hotelkeeping and science.

"At a time when the organisation and funding of public sector higher education are the focus of national interest, it was thought timely to undertake an inspection of these courses as they represent a long-established and traditional mode of further education," the report says.

More than 400,000 students enrolled on advanced FE in England and Wales in 1983-4, of which 176,000 were on part-time courses. Although numbers have remained fairly buoyant over the past 20 years, enrolments have fallen for HND engineering courses in some colleges. Nearly half the students are aged 25 and over and the majority are employed.

The inspectors recommended that colleges should consider whether the traditional academic year is best for students and employers. Use of distance and open learning techniques to enhance teaching was strongly urged.

Swann boycott

Members of the black community are to boycott a conference on the Swann report to be held tomorrow in the London borough of Brent.

A Brent-based group called The Black Collective intends to mount a picket and has said it will try to stop the conference being held. The group claims that the conference programme ignores the issue of racism and complains that it was organized by the borough's race relations unit without consulting the black community.

One of the speakers, Professor Bilkur Parekh, a one-time member of the Swann Committee, said he would not cross a picket line, even if the cause was just. Another speaker, Mr Trevor Carter, liaison officer for the Inner London Authority and a member of the committee, said he would see how strong the feeling against the conference was on the day.

ILEA posts

Two deputy education officers were appointed to the Inner London Education Authority this week.

Mr David Mallen (46), who joined the authority in 1979, has been promoted from his position as assistant education officer for secondary schools to deputy responsible for all schools. He succeeds Mr Peter Coleman who has been appointed director of education for Avon.

Mr David Falcon (39) deputy director for education in Humberside has been appointed deputy at the ILEA with responsibility for further and higher, community and careers education. He succeeds Mr Philip Hunter who has become chief education officer for Staffordshire.

Anger over appointment of Tory governors

by Maggie Richards

A political row has erupted in Buckinghamshire over the appointment of governors to educational institutions. So far the debate over the appointment of county council representatives to governing bodies has been confined to adult education centres and youth clubs. But it is expected the row will intensify in the next month with the appointment of governors to schools and colleges of further and higher education.

The dispute has been caused by the decision of the controlling Conservatives to take an exceptionally hard line over the appointments.

In one instance, a Liberal county councillor, who defeated his Conservative opponent at the recent elections, was rejected in favour of the failed Tory candidate to serve on the governing body of an adult education centre.

In another area an SDP councillor was refused a place on a governing body and a Conservative who is not a member of the county council was chosen instead.

At the recent meeting of the council's youth and community sub-committee, both Alliance and Labour representatives complained bitterly. "This week, Mr Ewan Henderson, Alliance leader on the county council, said: 'I regard it as utterly silly behaviour, it is a particularly niggardly form of party politics which is quite unnecessary and quite pointless'."

A spokesman for the Association of County Councils reported that methods of appointing governors varied widely throughout the country. In some instances it was done by inter-party agreement to ensure a political balance in appointments. "Sometimes the view is taken that the appointments are the gift of the education committee and should therefore reflect the view of the dominating political group on that committee."

Conservative group leader on the county council, Mr Francis Robinson, denied that appointments had been made on a purely political basis.

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David Humphreys argues that the Audit Commission has been looking for economy in further education at the expense of efficiency and effectiveness

One of this Government's favourite catch phrases is "Value for Money". A consequence of economic recession and restrictions upon public expenditure is the quest for greater value for the money expended or the maintenance of value at lower cost.

We are encouraged to apply the simple economics of Mr Mincin, not only to our personal budgets but also to the finances of the nation. Of course, it is self-evident that we can only spend what we have or borrow what we can expect to be able to repay. But domestic analogies and homely phrases can be dangerous when applied too readily to the economics of the nation and especially to the economics of education.

"Value for Money" is easier to understand than "cost effectiveness", but, when we probe deeper, the phrase poses a number of problems. In every day life it may mean buying identical goods at the lowest possible price. But for some goods and especially services it is not so simple. Which of those goods or services meets the specification? And of those that do, which will in the long run represent best value?

The answers to such questions are matters of individual or collective judgement. It may be years before there is any evidence that the judgement exercised was wrong and the confidence in the supplier misplaced. It is not easy to assess value for money in a social service such as education. Measuring what is spent is easy enough. To calculate its unit costs is a little more difficult, but merely a technical problem.

Not the problem word is "value". How is the value of education to be assessed? Is it to be in terms of examination successes, knowledge and skills acquired, employment gained or life-long earnings potential? There is surely more to education. We all look back on our own formal education and value it for more than that.

At its best, education widens the vision and provides a basis of knowledge, understanding, skills and values for life. How can one put a figure to such benefits or equate them to a particular cost? It is for such reasons that some resist the quest for value for money in education and accuse the cost accountants of following the slogan "Never mind the quality, feel the width".

For some years, the Audit Commission (formerly the Audit Inspectorate) has turned its attention to colleges of further education and polytechnics and has carried out "value for money" audits and not just the familiar "bonesty audits". Preliminary investigation of a limited number of colleges led to the identification of four areas in which the Commission considered there was "substantial potential for improvement": academic staffing, cost recovery, non-teaching and administrative costs and marketing.

The Audit Commission prepared a "Value for Money" handbook to guide



Woodworking at Vauxhall College of Further Education in south London.

Picture by Judith

Where to place the value

the auditors who would undertake audit reviews. The handbook has become known as the 3Es: "Economy, Efficiency and Effectiveness". The results of its application to 165 further education colleges in England and Wales has just been published by the Audit Commission.

It is fashionable today to knock the further education service, but the fact is that it is the only sector of education closely linked with the world of work, meeting the needs of the country for skilled craftsmen, technicians, technologists and other workers. It has a track record of flexibility and responsiveness to change second to none. Of course it is capable of improvement and comments by the Audit Commission about marketing college services, cleaning costs, energy conservation and administrative staffing are helpful.

In the area of academic staffing, auditors have allegedly found very considerable scope for savings. To assert that 31 per cent of colleges reviewed could achieve savings greater than £600,000 per annum makes impressive reading. Or that the potential savings available could total some £125 million to £150 million, averaging about £300,000 per college arising from a move to a higher value of student-staff ratio (SSR).

The Audit Commission suggests two alternatives: savings of this magnitude or taking in 75,000 extra students. Now there can be no doubt that resources can be used to better effect. The wide variation in costs which auditors have identified must be narrowed and justified. Further increases in SSR may be possible but the situation facing colleges is far from simple. Many of the challenges facing FE cannot be met at

very high SSRs, such as work with the handicapped and some courses with low SSRs that are paid for in full by employers.

Just totting up a number of savings estimates, each of which is based merely on "money" and largely ignores "value", to give such impressive totals will not do. The sensational savings figures it claims are grossly misleading. The major criticism to be levelled at the Commission is that it has concentrated on the first of the 3Es, Economy, and has largely neglected the other two. They say "If you were to do this and this - for example, increase SSRs or teach more hours per week and more weeks per year - you would save so much". These statements have almost entirely ignored questions of effectiveness and efficiency.

Effectiveness is concerned with the purposes or objectives of the college and whether or not they are achieved. Unquestionably colleges and the public which they serve must formulate and agree upon clearer objectives and find ways of assessing performance in the light of them. Efficiency has to do with outputs in relation to resource inputs; "the relationship between the accomplishment of purpose and its cost".

Auditors will no doubt protest that they are not qualified to comment on these things but if that is so why pretend that they are in the 3Es business rather than just the economy business? Once they have pronounced on a "savings potential", all the commendable about education effectiveness may carry less weight than it ought to. Surely the educational process needs an integrated assessment of effective-

ness, efficiency and economy? Not to do so makes economy statements meaningless. For one must also ask: will this economy make it impossible to achieve the agreed purposes? Or, better, how far is it possible to make economies, say by increasing SSRs, without putting the achievement of purposes in jeopardy? Or, what changes in teaching method could be adopted that would improve, or do no harm to, the achievement of purpose and also save money?

What is needed is a collaborative approach towards a total educational audit of colleges that does not duck the important issue of costs but which also seriously addresses the problem of assessing value. That means defining purposes, assessing effectiveness in achieving them and determining the essential cost levels consistent with this.

The audit reviews, by concentrating upon direct teaching, have failed to give proper recognition to the other essential work of teachers. The Audit Commission does refer to non-teaching duties and appears to recognize their importance but little attention is given to evaluating them. In considering remission, the report says "it is relatively unusual to find any reliable evidence of what (remission) is used for". If the evidence cannot be found, it could be said that the colleges and teachers have only themselves to blame for the auditors' conclusions. It is clear that colleges need to establish systematic and comprehensive management information to improve the quality of management decisions and to demonstrate to auditors and others the effectiveness and efficiency of the college. Many colleges have not done

this and few have included income, about the vital non-teaching duties: teachers, such as curriculum development, management, counselling, preparation, assessment, marking, etc.

The Audit Commission is right, urge a review of conditions of work in further education. For that, it emphasizes direct teaching and neglects the nomenclature of teaching load for all staff on premises and assuming that higher academic levels warrant lower teaching loads. Based on weekly maximum teaching hours it also severely limits the role of teachers which is essentially to meet the variety of challenges of the college.

The quest for value for money is inequitable. The Audit Commission has effectively pin-pointed some of the key issues. The wide range of costs of different colleges cannot be explained away. Scope clearly exists to narrow that range and to use resources more efficiently. What is unacceptable is to divorce economy from effectiveness and efficiency, to concentrate on "money" and ignore "value".

Urgent attention must be given to total audit of both effectiveness and efficiency which gives due weight to the total work of teachers and realistic educational and financial targets for improvement.

David Humphreys is Principal of Stockport College of Technology and Vice President of the Association of Principals of Colleges.

"Obtaining Better Value from Further Education, Audit Commission (1985) HMSO £5.00.

Cash carrot call to boost staff for shortage subjects

by Bert Lodge

Graduates should be tempted to teach shortage subjects by offering them cash rewards for agreeing to train, says the Government's own advisory group.

After training, teachers of shortage subjects should be given guaranteed jobs, followed by preferential promotion.

These are among radical proposals set out by the Advisory Committee on the Supply and Education of Teachers this week as ways to offset shortages predicted in the 1990s in mathematics, science and craft, design and technology (CDT).

For the first time, ACSET also suggests that religious education might be on a secondary list of shortage subjects together with business studies as requiring special recruitment attractions.

Applications for places on PGCE courses this year in maths and physics were down by 27 per cent and 31 per cent respectively compared with last year, the House of Commons was told last month.

At the outset of its advice to the Education Secretary, ACSET emphasizes that the recruitment to teach shortage subjects can only get worse unless salaries, conditions of service and "the perceived status of the profession" can compete with the other careers open to maths and science graduates.

Sir Keith Joseph disbanded the committee early in April with no commitment to recall it for at least two years. Committee members were drawn from teacher unions, teacher trainers and employers. Its advice was signed by its chairman, Sir Clifford Butler, vice-chancellor of Loughborough University.

The biggest impact on teacher recruitment can be made by employers, ACSET says. It lists these measures for local authorities to consider:

- Sponsorship of suitable students during their teacher training, either by

paying them a salary or through a scholarship scheme to supplement the normal grant.

- Joint interviews with colleges of applicants for places on postgraduate courses of education, with a view to offering the applicant a subsequent job at the same time as offering a place on a course.

- Making use of discretion to appoint new entrant teachers on salary scales higher than scale 1 where i.e.s think this is warranted.

- Employing new entrant teachers from the July immediately they have finished their PGCE course instead of from September. This would give them an immediate income plus some valuable school experience.

- Offering opportunities for undergraduates to spend time in schools at the end of the second year of their degree course and immediately before they need to apply for a PGCE place. This would require some financial support for the student.

The committee noted that under the Government's teacher training award scheme, older people who decide to switch career to teaching CDT are eligible for special maintenance grants during the one or two-year training course. This should be extended to include maths, physics and possibly RE, chemistry and business studies, it said.

Those themselves could be made more flexible, the committee says. A part-time two-year PGCE is suggested. Another possibility would be to run a part-time course for untrained graduates who would at the same time be employed by a local authority to assist with the teaching of their subject in a school. Recruits might also be attracted if more BA or BSc courses with a concurrent certificate in education were offered.

"Few many rely on instinct and intuition and thereby devalue the post which it is their duty to fill."

While school teaching provides substantial employment - nearly 440,000 full-time equivalents in England and Wales in 1984 - no centralized body is responsible for career information or recruitment, despite DES efforts in that direction.

Local education authority staff as well as teachers should be subject to appraisal to make such a system fair, says a report prepared by the Assistant Masters and Mistresses Association.

The report, drawn up by a special working party, says: "Teachers are more likely to accept the arguments for appraisal if the process is non-selective with all colleagues including headteachers and senior staff being appraised."

"Similarly, we believe that, to be consistent, appraisal, if introduced by the i.e.s., should extend to i.e.s. officers, advisers and inspectors."

It adds: "Appraisal is best carried out by a person with expert knowledge of the particular work being undertaken by the appraisee." Therefore, it says, since the headteacher does not

Union asks for bursars in state schools

The activities of the National Development Centre set up two years ago by Sir Keith Joseph to co-ordinate research into the training of heads should be expanded to include the accreditation of courses in school management, a teachers' union said last week.

The National Association of Schoolmasters and Union of Women Teachers, second largest teachers' union in the country, also calls for a bursar to be appointed in state schools to take some of the administrative weight off the head.

In a pamphlet on the selection and training of heads, the union says potential heads among senior staff should be identified early and sent on a course for senior management. An officer should be appointed in each local education authority to co-ordinate and oversee the different aspects of the head selection process. The final selection panel should include a teacher governor.

The call for an expanded role for the centre at Bristol comes at a welcome time for the staff since doubts about its future were raised last month at the annual conference of the National Association of Head Teachers.

Mr Ray Biggs, a member of the centre's steering committee, told the conference the DES was likely to withdraw funding from the centre because local authorities were not making use of it.

But the NAS/UTW called for the centre to be given responsibility for establishing a set of national criteria for school management courses at local and regional level "and such courses should not be approved and should not qualify for grant if they do not meet the criteria."

The association points out that its pamphlet reflects the findings of the Project for the Selection of Secondary Headteachers (POST) report in 1983 which was sharply critical of existing selection practices. Similar sentiments were voiced earlier this year by the Secondary Heads Association after examining local authority methods of appointing heads.

The NAS/UTW remarks that when local education authorities are appointing heads, the expertise needed in interviewing and selecting is not widely recognized. "Few lay members of selection committees have had any formal training or experience of making this type of appointment."

"Too many rely on instinct and intuition and thereby devalue the post which it is their duty to fill."

Mr Peter Brooke, education junior minister, told Parliament this week that he was considering proposals to stop the sale of bogus degrees and diplomas.

He told Mr Tom Cox, Labour MP for Tooting, that no solution was possible without legislation but he was considering suggestions made by the Association of Business Executives which would help to avoid some of the difficulties.

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The law still demands that the school day should begin with an act of collective worship.

Change legal status of RE, heads urge

Heads have called for an end to the legal requirement that religious education should be taught in school.

A report this week from the National Association of Head Teachers, whose 21,000 members form the biggest union for heads, says RE should be taught in its own right as a core curriculum subject and therefore needs no legal underpinning. The report is by a working party set up two years ago to consider possible revision of the 1944 Act.

The law at present requires religious "instruction" to be given in every county and voluntary school and for the school day to begin with an act of collective worship.

At its annual conference last year the NAHT resolved that the frequency of worship should be a matter for the governors and head and that the word "instruction" should be replaced by "education".

The report asks: "What is it that confers the special status on this subject area which makes it necessary to enshrine it in legislation in a form not accorded to any other part of the curriculum?"

It deplores the isolation of RE which the 1944 Act has produced. "Heads believe that curricular justification for this and for any other area will come not from legal enactments but from a conviction that the activity concerned

is an essential part of the educational process."

The report sternly criticizes any confusion of religious education with moral education or even having moral education on the timetable at all. "This is to imply that in other sections of a timetable there need be no concern for human conduct viewed from the moral standpoint."

It also stresses that in maintained schools there must be no element of indoctrination in RE.

Within an integrated and united curriculum the subject must find a central place providing distinctive weight and influence to what is taught elsewhere, the report says. It must be part of the core if it is to be taken seriously.

While RE should be a core subject moral education is something far wider, far less specific and ought to be the responsibility of every teacher. At the same time there must always be a strong link between them and this may be best brought out in primary school. But to put "moral education" on the timetable of upper seniors - as often happens - and to leave off RE suggests morality is the province of certain teachers and that RE is subsumed by "this new activity".

Religious education in schools: acts of worship, assemblies and RE in the curriculum. NAHT, 6 Paddockhall Road, Haywards Heath, West Sussex.

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Proper place urged for the arts

by Bert Lodge

Universities should consider accepting candidates with lower A level grades if they come from schools where the arts figure prominently in the sixth-form timetable, an independent schools' working party has recommended.

It also suggests similar sympathy should be shown by the public schools by admitting, through Common Entrance, pupils from preparatory schools where study of the arts is encouraged.

In senior schools belonging to either the Head Masters' Conference or the Girls' School Association, the two major groupings of the independent sector, art, pottery, history of art, theatre studies, music and design should all be available as A level

options within the specialist side of the sixth form timetable. But three or four periods a week should also be given over to these subjects within the non-specialist section.

Lower down the school and preparatory schools six periods a week should be spent on the arts. "In order to introduce craft, design and technology it may be necessary to alternate art with woodwork or another craft activity. Out of school activity should also be strong at this level," the report says.

In junior boarding schools time can be found in the afternoons when pupils are not playing games. It is recommended that one afternoon a week is allocated to the arts in place of games. The working party, formed to pro-

duce practical proposals for encouraging the arts in independent schools, included representatives of HMC, GSA and the Independent Association of Preparatory Schools. Their report recalls an "agreement" to broaden the curriculum arrived at in the 1950s under which universities agreed to admit candidates with lower A levels if they had been to a school with a defined broad sixth form curriculum.

"It may be necessary to go back to the original agreement as pressure on the sixth form timetable increases," the report says.

At a lower level, there is a similar obstacle to the arts in place of games. The working party, formed to pro-

duce practical proposals for encouraging the arts in independent schools, included representatives of HMC, GSA and the Independent Association of Preparatory Schools. Their report recalls an "agreement" to broaden the curriculum arrived at in the 1950s under which universities agreed to admit candidates with lower A levels if they had been to a school with a defined broad sixth form curriculum.

"It may be necessary to go back to the original agreement as pressure on the sixth form timetable increases," the report says.

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Jobs to go

Management consultants brought by the London borough of Merton, have recommended a cut in full-time posts in the education department, including an assistant director.

The consultants, HAYMSL, were asked for a report following internal proposals for even larger cuts in education staffing.

But of the nine posts recommended for the axe, two are already vacant while others are subject to discussion with other council departments.

Mr Richard Davies, chief education officer, said that only a handful of posts were likely to be ultimately affected. He said: "I am not entirely happy about facing any reductions in service. But if the reductions have to be made, I and my staff will continue to meet the needs of the education service as best we can."

The Arts in independent schools. CE Publications, Ashley Lane, Lymington, Hants. 90p.

Mike Durham on the power shift which may trigger a move in the pay deadlock

Labour pin pay hopes on joint approach

Next week's reconvened Burnham Committee meeting will be the first in the current pay dispute at which Labour politicians are in the majority on the local authority side.

Labour has wrested control of the employers' side from the Conservatives and assumed the responsibility of leading the pay negotiations.

Hopes for a settlement are pinned on a joint approach with the unions to education secretary, Sir Keith Joseph, asking for more money next year.

At the same time both Labour and Conservative politicians are ready to make a new offer of an "end-loaded" settlement or a two-year "phased" deal at a later stage.

But Labour may refuse to make an offer at all unless the Government agrees to guarantee more money.

The task Labour has inherited is not easy and is one the Tories might privately be happy to relinquish.

Both Labour and Conservative local authorities agree that, without extra

government money or a relaxation of spending controls, they cannot afford to pay teachers significantly more than the 5 per cent already offered.

Sir Keith Joseph has consistently said he will not release more money for teachers' pay this year. More money in future would depend on a restructuring deal.

And he has refused to put a figure on the amount which would then be on offer. Teaching unions in turn have declined to discuss the issue. The result has been stalemate all round.

Labour proposals to break the log-jam next week could include a slightly improved offer, with the possibility of a "phased" or "end-loaded" settlement which might be sold to the teachers.

But one experienced local authority negotiator said: "I believe our first aim should be to make a joint approach to Sir Keith and put the onus on the Government. After that we can start going into percentages."

Labour's long-term strategy is

aimed at turning public opinion against the Government by making common cause with the teaching unions.

"It would concentrate the minds of the employers and the teaching unions had a united voice. At the same time it would create a new climate of co-operation between the employers and the teachers," said the negotiator.

Both Labour and Conservative authorities are said to be in favour of making a joint approach to the Education Secretary to ask for the Government's spending targets and penalties for L.E.A.s to be relaxed next year.

Leading Labour local authority negotiators were refusing to comment this week. But Mr Giles Radice, Labour's front-bench education spokesman, predicted that a new formula might eventually be offered.

"The ice flies are beginning to crack," he said. "There will certainly have to be some pretty sophisticated bargaining over end-loading, flat-rating and other ways of making the offer

more attractive."

It is understood that Labour local authority leaders favour a one-year "end-loaded" deal which could give the teachers a total of about 6 per cent by March 31, next year.

An alternative deal being widely canvassed is for a two-year "phased" settlement, which might offer about 10 per cent this year with the promise of an initial extra 1½ per cent in 1986/87.

Early agreement on this would release more money by allowing time for Sir Keith Joseph to tinker with L.E.A.s' financial year. The first decisions on next year's rate support grants will be made in July.

Sir Keith has already said that he would be prepared to offer the 1986/87 rate support grant to provide more money for midday supervision, if the teachers agreed in principle to a restructuring deal.

A two-year "phased" settlement might also allow time for teachers and the local authorities to re-open talks on

the salary structure. These broke last November when the NUT and the Union of Teachers walked out.

Last month, Sir Keith and teachers more money next year agreement in principle on raising could be reached by October, signs are that the local authority employers are taking Sir Keith's seriously.

However, Burnham Committee members from the Association of Metropolitan Authorities, who met Sir Keith on Monday, failed to get assurances that more money would be available next year.

Mrs Nicky Harrison, Labour education chairman, who led the delegation to Sir Keith, said: "We want more money and consider of the targets and penalties for a year, and some idea of how much his restructuring package."

"He would not comment. We did not come out walking on air," she said. "We want a settlement, and is why we have called a Burnham Committee before the end of the summer."

Association of County Councils members will meet Sir Keith on Monday to make a similar request.

Mr Philip Merridale, Conservative education chairman in Herefordshire, is to remain a member of the ACC's delegation to Burnham, although he is expected to step down as leader.

The ACC's delegation to the Burnham Committee will consist of Labour, five Conservative and Alliance and one Independent.

Strikes may be intensified

by Richard Garner

Leaders of the National Union of Teachers will call off their selective strike action a week today - and resume it with increased intensity if there is no settlement by the time the autumn term begins.

By next Friday, more than 100,000 NUT members will have taken part in strike action - more than five times the number that went on strike last year.

If strike action resumes next term it will be concentrated in the constituencies of backbench Conservative MPs with a slim Parliamentary majority. Strikes may also be focused on the handful of local education authorities that have been least sympathetic to the teachers' case.

There may also be a mass lobby of Parliament in the autumn - involving both the NUT, the Educational Institute of Scotland and Northern Ireland teachers' organizations, all of whom have been involved in strike action over pay this term.

NUT leaders are well aware that the eventual cost of strike action this year will be sizeable - and Monday saw the closing date for money collected from a voluntary day's pay levy of its entire membership to help swell the strike fund.

Mr Fred Jarvis, general secretary of the union, said the donations had not been counted yet but the appeal "seems to have gone pretty well".

Last year the union handed out £1.3 million to members who had lost pay

due to the strikes. At the beginning of this year's campaign the NUT strike fund stood at about £9 million.

All the times taught teachers' organizations - the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters' and Mistresses' Association - were this week turning their attention to action next term.

The NAS/UMT, which held a day-long executive meeting to discuss it on Tuesday, is likely to continue with its "guerrilla" strike action in selected L.E.A.s next term - calling out members sometimes for as little as an hour a time in order to maximise disruption for a minimum loss of pay. (NUT members have gone on strike for between half a day and three days).

The NAS/UMT intends to extend this form of strike action to a record number of L.E.A.s next week - including nine new ones to its list and continuing selective strike action in another 37.

The nine new L.E.A.s to be affected from Monday are: Derbyshire, Doncaster, the Isle of Wight, Manchester, North Yorkshire, Sefton, Sunderland, Wakefield and the Wirral.

In addition, the AMMA released a briefing document to its members - outlining why it had not held a new strike ballot, but not ruling out the possibility of a fresh ballot in the autumn term. It had felt a new ballot so near the summer holidays would have been counter-productive.

Settlement hinges on extra cash from Government

Mr Fred Jarvis, NUT general secretary, and leader of the teachers' side in pay negotiations, has effectively ruled out a settlement of the dispute at next week's Burnham meeting unless the Government provides extra cash for a pay rise this year.

However, he felt that the meeting could make some progress if teachers and their local authority employers agreed to seek funding from Sir Keith Joseph for a new award.

Mr Jarvis called on the new management leadership to support the six-point statement drawn up by the NUT leadership at the union's annual con-

ference this year.

He revealed too, that for the first time since the dispute started the teachers' case for an increased pay offer now had the support of the majority of the 104 local education authorities in England and Wales.

Devon this week became the fifty-third local authority to agree a statement of support for the teachers.

Mr Jarvis said of next week's meeting: "What I would clearly like the employers to do is to move in line with the six-point declaration that the NUT has circulated."

Sir Keith veto

Sir Keith Joseph has not ruled out a veto of any increased pay offer resulting from next week's resumed pay negotiations. Questioned in the Commons about the dispute, Sir Keith said: "No Minister should inhibit himself from using the power of veto if it seems to him and to the government to be in the interests of the public."

Heads walk out

Headteachers in a Labour-controlled education authority walked out of the island's 17 pupils. With no fire precautions, inadequate heating and lighting, no playground, no school meals, nor facilities for medical or dental inspection, the children are at a considerable disadvantage, she claims.

Mother fights for island school

by Carmel McQuaid

Protestant parents of pupils at a Catholic school in Northern Ireland are to get a formal investigation into conditions at the school, as the latest step in one mother's campaign for a new state school on the island of Rathlyn, Co Antrim.

Mrs Mary Cecil, one of only two Protestant mothers living on Rathlyn, has claimed that the school's management committee has "acted unreasonably" in its provision of education for her children.

She wants a government-run new school to replace the one-room building provided by the Catholic church for the island's 17 pupils. With no fire precautions, inadequate heating and lighting, no playground, no school meals, nor facilities for medical or dental inspection, the children are at a considerable disadvantage, she claims.

A year ago Mrs Cecil asked the education board for a new school. The alternatives offered her were to leave the island or to send her children to a private boarding school.

The chairman of the school's management committee replied to her request for improvements that the school catered for Catholic children and she could not have any say in how it was run.

Mrs Cecil then kept her children at home. The school attendance order subsequently served was withdrawn when she pointed out that the state was failing in its responsibility to her children.

Mr Nicholas Scott, the Education Minister for Northern Ireland, has agreed to make a formal investigation. If her current action doesn't result in substantial change, Mrs Cecil plans to proceed to the European Court of Human Rights, on the grounds that her parental rights have been infringed.

Professional research into the way young children react to starting school has been commissioned by the Assistant Masters and Mistresses Association.

The research, which will cost £12,000, will look in depth at the characteristics of a small group of children in reception classes and their response to the first few months of school life.

The study will be based at the University of East Anglia's Centre for Applied Research in Education, and represents an important attempt to collect first-hand information about how young children behave in classrooms over a period of time. The final phase of the project will include interviews with the children themselves.

AMMA was prompted to commission the study after a local survey by members in Humberside revealed that many teachers believed standards of behaviour, discipline, social training, language skills and concentration spans had worsened over the previous five years.

Ms Heather Ryan, a primary teacher in Scunthorpe, said at the time: "Some of us felt that children were coming to school less well prepared to begin the learning process than they should be and that they had been in the past."

AMMA's national committee on primary and preparatory education followed the local survey by sending a questionnaire to over 150 schools around the country. The majority of teachers echoed the concern of their colleagues in the North East expressing the view that young children had become more difficult to deal with at school over the years.

The findings were presented in AMMA's evidence to the Commons Select Committee on Education, but MPs were sceptical and went so far as to describe them as "unscientific".

An article in *The TES* quoted teachers refuting AMMA's claim that standards were declining, retorting that at least they were no worse than they had ever been. One reaction was that some children, particularly from inner city areas, had always had problems in adapting to school life.

The reliability of teachers to recall how children behaved five or even ten years previously, was also questioned.

Mr Peter Smith, deputy general secretary of AMMA, said that the surveys were significant in that they revealed teachers' perceptions and how worried they were. But it was necessary to move away from teachers' opinions and answers to questionnaires and to collect some raw data.

"The research will rely on first-hand observations rather than second-hand reportage," he said.

Ms Gill Barrett, a teacher with 17

years experience, is the senior research associate on the project. This term she completes a PhD thesis at the University of East Anglia on children's learning.

In September, she will meet with groups of teachers in two, or possibly three, authorities to draw up observational schedules to record children's reactions.

"The teachers will have to become very aware of how children react to different situations. Their observations will be recorded over a period of time so we will be able to detect changes," she said.

The project will last about nine months and one of the main aims is to devise courses of action for teachers. "If the children's responses are more positive in certain situations and school organizations, that will be something to work on."

The impression of some teachers that primary aged children are getting more difficult to cope with continues to attract attention.

At Goldsmiths' College, University of London, lecturers Jan Lawrence and David Steed, recently sent a questionnaire to 85 heads. Nearly half (46 per cent) - from schools of all degrees of difficulty - felt problems relating to disruptive behaviour were increasing and 62 per cent said behaviour problems were starting earlier.

In one day, 77 schools in the study recorded 312 disruptive incidents - disruption was defined as anything which seriously interfered with teaching or the smooth running of the school.

Sixteen schools had no incidents at all including two inner city schools defined as having a difficult intake.

Mr David Steed, who attributes his findings - including increased aggression - to changes in society's values and an increasingly bad influence of some television programmes on children said: "One of the interesting things is that some schools in difficult areas appear to be doing rather well."

In East Sussex the needs of disturbed young children have been recognized by the creation of "nurture groups" run within schools for up to seven children for two hours a week with the help of a specialist teacher.

Ms Shirley Fenn Tye, a specialist teacher who has run nurture groups the past three years, said: "They need attention, a bit of mothering, talking to and loving."

The service has expanded and the number of children now being referred has more than doubled. There are 70 children waiting for nurture groups to be set up in their schools, and where they are already operating there are still children on waiting lists.

PRIMARY

Infant behaviour sparks study of reception classes

by Sarah Bayliss

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Nature trailing: children from Cloughford primary school, Rosendale, joined in a celebration of primary education at the Woodlands Conference Centre in Lancashire last week. "Primary Week" was devised by the local authority in recognition of good primary practice and included drama workshops, puppet making and nature trails for children, in-service courses for teachers, a major exhibition of children's work, and evening lectures on reading, parental involvement and other issues. Over 1,600 teachers, heads, governors and parents came to Woodlands. "We were almost overwhelmed by the numbers," said Ralph McMullen, Lancashire's senior adviser for primary education. "It was a terrific week and a great boost to morale."

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School libraries 'underused and poorly stocked' - HMI

by Geraldine Hackett



Spending on books for school libraries varies considerably.

School libraries are often badly stocked, inadequately staffed and underused, says a new report by HM Inspectorate. The report, based on visits to 59 secondary schools and three sixth-form colleges, finds that only 12 of the libraries had a good stock of books.

The inspectors found one school had been without a library for three years and noted that two libraries were used as storerooms. Twenty libraries - 13 of them in two local education authorities - were used for general teaching for more than half the week.

Just over half of the schools had suitably-sized library accommodation and only about a third provided a reasonable amount of seating.

In almost half the libraries visited the furniture and fittings "were minimal and spartan", often limited to bookshelves and classroom furniture.

Expenditure figures for 1983-84 revealed considerable variation in spending on library stock, from nil to £4.60 per pupil.

The report's conclusion is: "In many (libraries) the investment of money, staff and time is so low that, without a radical change of policy, by the L.E.A.

The schools and colleges visited were in the Isle of Wight, Leeds, Oxfordshire, Sefton, Tameside and Warwickshire.

A survey of Secondary School Libraries in six Local Education Authorities, available from Publications Despatch Centre, Department of Education and Science, Honey Lane, Stanmore, Middlesex HA7 1AZ, or from the L.E.A.s concerned.

• The work involved in developing a

distance learning package for its pupils is set out in the latest report from the Further Education Unit of the DES.

The package, intended to help librarians the skills of handling information data, was drawn up at a school of librarianship and information studies at Newcastle upon Tyne Polytechnic. It was funded by a grant from the DES's professional, industrial and commercial updating programme. Course preparation began in October 1982 and the pilot course began in January 1983.

Of the first 28 students, 18 finished the course. The revised course is completed by 16 of the 25 students started it.

The FEU report, *Statistics for Librarians: A Distance Learning Package*, can be obtained free from the Publications Despatch Centre, Department of Education and Science, Honey Lane, Stanmore, Middlesex HA7 1AZ, or from the L.E.A.s concerned.

• The work involved in developing a

Need for new curriculum policies

by Bert Lodge

The function of the school library should form part of the curriculum policy of every local education authority and every school, Mr John Dunn, education junior minister, said last week.

The school policy should be arrived at after discussion involving the whole staff, Mr Dunn told a seminar organized by the Library and Information Services Council. "It should be concerned with ways of encouraging and developing wider and more effective uses of the library by departments, pupils and teachers... L.E.A.s might consider whether it would be appropriate for them to give guidance on the proportion of a school's capitation which might be allocated to the library."

The seminar, for education committee members and L.E.A. officers, was called to consider the recent HMI report, *School Libraries: the foundations of the curriculum*.

Mr Dunn also drew attention to the Inspectorate's annual survey last month of the effects of local authority expenditure policies on education provision in England.

"The provision of libraries in secondary schools was assessed as satisfactory or better in only 18 local authorities, and less than satisfactory in 47," he said. "Libraries were often in the hands of hard-pressed teachers who could not attend to their routine administration."

With a policy statement for the library including the resources to be provided and the finance and organization necessary to make them available, most schools could improve their library provision and use, Mr Dunn said. There were examples of good practice in the HMI annual survey which commended them for attention.

Local authorities and the Department of Education and Science were this week still assessing the implications of the High Court ruling that the Inner London Education Authority has paid too much into the advanced further education pool.

Following the court's decision, the ILEA has demanded a refund of £25 million which it claims it has overpaid into the pool this year due to an out-of-date formula.

The implications for other education authorities, especially for outer London boroughs, could be enormous. But this week it was still not clear whether other L.E.A.s would have to make up the difference, or whether a new formula would be devised.

Last week, Mr Justice Mann and Mr Justice Cantley, sitting in the Queen's Bench divisional court, ruled that the formula which has been in existence for the past 10 years was unfair to the ILEA.

The pool, which supports further education provision on a national basis, is devised according to a formula whereby L.E.A.s make in-payments according to a number of factors, including population and overall rateable value.

The formula has been supported by Sir Keith Joseph, Education Secretary. But the judges ruled that his refusal to countenance a change in the system was unlawful.

This year the ILEA paid £74 million. The authority claimed the figure should have been £49 million and that the rest should have been available for other purposes.

The judges said that Sir Keith had deemed the figure fair because of the high level of rates in Inner London and

Sir Keith asked to justify sex equality claim

by Hilary Wilce



Equality means more than getting girls into science and technology.

Sir Keith Joseph has been challenged to provide evidence to back his claim that the United Kingdom has had "considerable success" in counteracting sex inequalities in education.

The Education Secretary claimed in Luxembourg recently that Britain needed to take no additional action in order to comply with a new EEC programme on equal opportunities.

But this week a national education working group has written to him to demand evidence of strategies being pursued by the Government.

The letter also points out that women's share of secondary headships and deputy headships has declined and that there has been little success in breaking down boys' and girls' traditional option choices. It also asks whether the Education Support Grant Scheme could be used to pilot local equal opportunities projects.

Ms Frances Widdowson, of the National Union of Teachers' equal opportunities unit, who chaired the group, said: "Saying that we know the answers here in the United Kingdom is unrealistic. He might be right in the sense that some good research has been done, and we now know quite a lot about the problems. But anything that is being done is being done by a few committed individuals. There is no action programme reaching all the local authorities. We need much more encouragement from the centre."

The letter to Sir Keith follows a two-year inquiry into women and education by representatives of a range of women's groups and education organizations, as a background project to an international conference to be held in Nairobi next month to mark the end of the United Nations' Decade for Women.

Twelve study groups were set up in 1982 by Baroness Gardner of Parkes, to suggest action programmes and provide briefing papers for the Government's delegation. Another background paper examines training. A former education junior minister, Baroness Young of Farnworth, Minister of State for Foreign and Commonwealth Affairs, is leading the delegation.

The letter to Sir Keith says the working party was "concerned that central Government rarely appears to give gender issues the serious attention they deserve... the UK has no grounds for complacency."

It also demands to know what strategies are being proposed by the Government to take action on sex differentiation at primary level; how it intends to ensure a growing proportion of women enter higher education; and whether it plans to "be as active in encouraging L.E.A.s to form and implement equal opportunities policies as it has been in encouraging schools to build up more links with industry".

The letter's authors also want to establish whether action is planned in the fields of teacher education, adult education, and women in education management. And they suggest that the Department of Education and Science's own publications make less use of the phrase "equality" to describe pupils and teachers since the "tends to be directed towards raising awareness, the report says."

Meanwhile the final report of a national project on equal opportunities has pointed out that the issue has grown, over the past four years, from being a fringe preoccupation to being a matter for widespread concern among teachers and local authorities.

In 1981, when a Schools Council project on equal opportunities in schools began, there was poor perception of the issues and most work had to be directed towards raising awareness, the report says.

But by the time the project ended in

NUT sets up new women's unit

The National Union of Teachers has set up an equal opportunities unit and established a national equal opportunities advisory committee.

The moves follow a decision by the union's 1984 national conference to extend and strengthen work in this area.

The unit, which has a staff of three, is concerned with the career development of women teachers, getting more women involved in the union, and working to eliminate sex discrimination in education and training.

The head of the unit, Ms Jean Farrell, formerly the union's women's officer, said: "Our work is proliferating

like mad. The phone never stops ringing. The letters are flooding in."

This week a pilot course on career development for women was held at the union's Stoke Rochford training centre. This follows a series of personal development courses already being run by the union. A new newsletter, *Equality*, has also been started.

The advisory committee held its first meeting this month. Its chair is Mrs Barbara Lloyd, an executive member for Wales, who also chairs the existing executive equal opportunities committee.

Members of the working party have discussed the report's findings with the DES. The problems were understood, Ms Widdowson said, but there appeared to be no new initiatives under consideration.

The Government tended to equate equal opportunities solely with getting more girls into science and technology, she said. "This pragmatic approach arises simply out of the fact there is a shortage of skills in this area. But it doesn't tackle the underlying problems."

Appreciation of the problems may have grown in leaps and bounds, but the report warns it is "simple to understand the issues but much more complex to direct and initiate change".

The authors, Ms Val Millman and Ms Gaby Weiner, point out that two things must take place simultaneously if there is to be progress.

The awareness of parents and teachers must be raised, particularly at primary level where there are no obvious indices - such as exam results - to underline the problems, and institutional support must be forthcoming from heads, officers and politicians.

The report suggests the following strategies for change in schools:

- L.E.A. policies and guidelines for equal opportunities;
- school policies and guidelines;
- posts of responsibility for equal opportunities;
- reviews of classroom practice and organization, and curriculum content;
- a review of classroom interaction between boy/girl, teacher/pupil; and
- a review of extra-curricular resources.

Sex differentiation in schooling: Is there really a problem? by Val Millman and Gaby Weiner, Longman Resources Unit, 62 Halford Road, Layerthorpe, York YO3 7XQ, price £3.95.

ILEA demands £25m refund from FE pool

by Mike Durham

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Following the court's decision, the ILEA has demanded a refund of £25 million which it claims it has overpaid into the pool this year due to an out-of-date formula.

The implications for other education authorities, especially for outer London boroughs, could be enormous. But this week it was still not clear whether other L.E.A.s would have to make up the difference, or whether a new formula would be devised.

Last week, Mr Justice Mann and Mr Justice Cantley, sitting in the Queen's Bench divisional court, ruled that the formula which has been in existence for the past 10 years was unfair to the ILEA.

The pool, which supports further education provision on a national basis, is devised according to a formula whereby L.E.A.s make in-payments according to a number of factors, including population and overall rateable value.

The formula has been supported by Sir Keith Joseph, Education Secretary. But the judges ruled that his refusal to countenance a change in the system was unlawful.

This year the ILEA paid £74 million. The authority claimed the figure should have been £49 million and that the rest should have been available for other purposes.

The judges said that Sir Keith had deemed the figure fair because of the high level of rates in Inner London and

"the reasonableness of the expectation that the authority with the greatest resources should contribute the most".

But, according to the ruling, the relative resources of L.E.A.s from the rates were not a factor to be taken into account. The system should not imply a power "to take money from the endowed in order to reduce the taxpayers' contribution to the less well endowed".

After the ruling, Mrs Frances Morrell, leader of the ILEA, hailed the ruling as "an important victory".

The formula has been in existence for at least 10 years. In the past few years, the ILEA has paid nearly 10 per cent of its expenditure into the pool, but claims it has only 6.5 per cent of the students.

This week, Mr Steve Bundred, ILEA finance chairman, said the authority was still waiting to see if the DES would appeal against the High Court ruling.

Frances Morrell

Cane row 'ruined man's life'

A man who claims his life was ruined when he was suspended from school for refusing a cane has turned down an £800 compensation offer from his Government.

Mr Anthony Durairaj, now aged 20, blames the incident in 1980 at Ridge-way High School, Birkenhead, for his

failure to get a steady job. He missed the last six months of his education and did not sit GCE exams.

Mr Durairaj, of Bridge Close, Birkenhead is claiming £15,000 for himself and £2,000 for his parents, who were fined by magistrates for not sending him to school.

Geraldine Hackett reports from the centenary conference of the Chartered Institute of Public Finance and Accountancy

Political appointments cause 'growing divide'



Kenneth Baker

Drawbacks of centralization

Plans to reform the rates system are expected to include the removal of responsibility for education from local education authorities.

Mr Kenneth Baker, local government minister, in a speech to the conference, said he found few attractions in proposals for central control of education.

Central funding of all education services would halve the expenditure of local authorities.

"It is an option that is being considered, but personally, I do not see it. It has much attraction," he said.

The drawbacks were that it would reduce the services provided by the counties. It would mean that the Department of Education and Science would have to take decisions on the number of teachers in a particular school.

"Do we really believe that can be done from the centre?" he asked.

Mr Baker promised that the Government would implement a radical reform of the rates system to increase accountability. "Change is now inevitable," he said.

Political appointments in local authorities are creating tension between officers and councillors, according to the chief executive of Newcastle upon Tyne, Mr Cyril Davies.

His view, put in a debate with Mr David Blunkett, Sheffield City Council leader, at the centenary conference of the Chartered Institute of Public Finance and Accountancy, is that the political polarization within local government is the sharpest experienced for 40 years.

"This growing divide brings with it much frustration and sometimes a belief that senior officers will not be sufficiently supportive of policies or will lack diligence and enthusiasm in carrying them out," he said.

"This in itself can lead to increasing member (councillor) involvement, or pressure on officers to resign."

Mr Davies did not give examples, and he wasn't referring to his own council, when he said political influence in appointments was generally on the increase. (Southwark council has recently had problems appointing a chief executive whom councillors felt would be in tune with their policies).

"There are some authorities where the controlling party has sought quite specifically to recruit only staff of their own political persuasion. On the whole the process is a little more subtle than this at both ends of the political spectrum," he said.

A change of political control in some councils had led to officers being forced to retire or resign. (Newham's chief education officer, James Pelling,

leaves his post at the end of September after accusations that he clashed with left-wing councillors).

"Some countries like the United States make clear political appointments limited to a term of office. Maybe this is the way some local authorities will ultimately go in this country. While I should regret it, there would be the merit of public declaration of council policy," he said.

The best way for local government was to provide a service that delivered what was required at acceptable costs and with maximum awareness of the needs of individuals. Elected members of all parties should get the information they needed.

"I do not consider that this can be achieved by chief officers who are known to be politically committed - there will simply be a lack of credibility with those of different persuasions," he said.

Mr Blunkett agreed that relationships with officers had become more difficult, partly because local government had become more political.

His experience in Sheffield had been that senior officers and treasurers had helped the council to find ways round the Department of Environment and implement radical policies.

In his view, it was important that officers be given consideration and councillors could expect officers to be competent to carry out policies.

"It is important managers recognize they are in a political environment, whether they like it or not," he said.

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ATOL No. 1068

Sandwich courses spread with faint praise

by Geraldine Hackett

Sandwich courses get only a light toasting in the report of the committee set up to assess their costs and benefits, even though officials of the Department of Employment and representatives of sandwich education and training organizations held different views about their value.

The report of a Committee on Research into Sandwich Education (RISE) recommends that sandwich education remains at broadly its present level and concludes that the evidence "supports the case for sandwich education in principle".

But an earlier draft contained serious criticism of the value of sandwich courses over full-time university courses, which angered some members, who maintained that the research had not been correctly interpreted.

In the final version, the committee has seen a need for greater evaluation of the work placements during sandwich courses and a need for a closer relationship between the academic course and the supervised work experience.

The final report is understood to be substantially changed from the first draft.

The report states that both staff and students value sandwich education. The extra cost of such courses to the education services is an estimated £40 million a year. Industry spends a further £80 million, though the net cost is less.

In terms of the gain students achieve from sandwich courses, the report is inconclusive. Students on sandwich courses tend to have the edge on full-time students when getting their first job. But as the report points out, with an employer throughout the course. No evidence has shown whether a higher proportion are in

employment several years after graduation.

The evidence on pay is also unclear. Statistics suggest that the full-time graduate has an advantage in the first job, but after three or four years the sandwich graduate has caught up.

The difference may be explained by employers' preferences for graduates from Oxbridge and other universities, rather than graduates from polytechnics and technological universities, where sandwich provision predominates.

On the whole, employers attach weight to source and class of a degree, but a small majority of employers expressed a preference in engineering for sandwich students over full-time students.

The results from the Graduate Employment Survey, carried out for the committee at Manchester Polytechnic, indicated that employers had no view

as to whether sandwich or full-time graduates would have progressed further after four years.

Again, while some employers recognized the advantage of earlier productivity from students of sandwich courses, most employers saw no advantage either way.

The report suggests that the interpretation of research was hampered by the difficulty in matching samples of students.

Full-time students tend to have higher A level scores and they tend to have higher aspirations and different motivation.

Students on sandwich courses, says the report, appear to be satisfied with their courses. A survey of attitudes carried out by C J Boyes for the "Expectations of Higher Education Project" (1984) found very few students who would (in retrospect) have

preferred a non-sandwich course study. The experience of work placements was different: a minority, some placements had been a waste of time and 40 per cent would have more supervision from their tutors.

The total number of students on sandwich courses in the UK has increased during the late 1970s and 1980s. In the decade from 1972 to 1982, numbers have increased from 57,000 to 97,000. The committee does not recommend expansion of the current level of courses.

An assessment of the costs and benefits of sandwich education - a report by the Committee on Research into Sandwich Education. Copies available from room 5/25 Department of Education and Science, Elizabeth House, York Road, SE1.

PAT accepts management seat in talks

by Richard Garner

A row over teacher representation has led to the Professional Association of Teachers being given a place on the management side in local negotiations in a Conservative-controlled outer London borough.

However, claims by the National Union of Teachers that PAT is now a management representative in Sutton Council have been denied by the association's general secretary, Mr Peter Dawson.

The row started when the NUT and the National Association of Schoolmasters/Union of Women Teachers refused to allow a PAT representative to sit on the teachers' panel of the joint consultative committee in Sutton.

Leaders of the council felt PAT had enough members in the borough - about 100 - to warrant representation and so dislodged the committee.

An attempt was made to set up a liaison group with two representatives from each union - but this was opposed by the NUT.

A conciliation meeting was then held at which, according to authority representatives, the NUT first suggested that there would be no objection if the authority gave PAT a seat on its side.

Mrs Daphne Holloway, executive member of the NUT for outer London, said the union was "amazed" at the PAT's decision.

Mr Dawson said it was a "total misrepresentation" to claim that PAT was a management representative.

"In fact, at the first meeting, our member sat between the NUT representatives and the NAS/UTW," he added. "We got our seat as a result of conciliation rather than the NUT agreeing to it."



Crystal clear: a young visitor at the University of Kent's open day watches a sample of glass break under stress through a strain viewer in the chemical laboratory. About 15,000 people attended last Saturday's event which marked the university's 20th anniversary.

Wandsworth amalgamations approved

A six-year programme of school reorganizations in inner London has come to an end with approval from Sir Keith Joseph for amalgamations in Wandsworth.

Reviews in each of the Inner London Education Authority's 10 divisions have been under way since 1979 and have led to the disappearance of about 100 primary and secondary

schools.

The Wandsworth plan is for five secondary school mergers, to reduce the number of county schools from 14 to 9. It will come into effect in September 1986.

The plan is the first to make a commitment in principle to tertiary colleges. But to put this into practice further consultation and ministerial

approval would be necessary. At present there are no tertiary colleges in inner London.

The ILA is now to embark on a series of 16-19 reviews in groups of boroughs, beginning with Hackney and Tower Hamlets where the authority is recommending three tertiary colleges. A decision is expected to be made in the autumn.

Closure threat

Trarford education authority has given notice that it will cease to maintain two of the three Roman Catholic secondary schools in the north of the borough.

Threatened with closure are St Paul's secondary school, Urmoston, and either Cardinal Vaughan secondary or St Mary's secondary, both in Stretford. The Stretford diocesan schools commission had wanted to introduce a comprehensive system for the three schools, which at present take youngsters who fail to pass Trarford's 11-plus exam.

Catering corps

Pupils at an Essex comprehensive have acquired a taste for enterprise through forming their own catering company.

The firm was set up last year when fourth-formers at Pymmes Comprehensive, Harlow, successfully prepared a small buffet for the town's district council. And they recently tackled their biggest venture so far, a buffet for 250 guests of the council.

Mr Peter Jarman, the headmaster, says the whole school is undergoing a change of attitude because of the project.

Graduates' employment prospects improve

Job prospects for graduates are markedly better this year than in 1984, according to a joint report from the Association of Graduate Careers Advisory Services, the Central Services Unit for Careers and the Department of Employment and the Society of Graduate Employers.

The output from universities and polytechnics is rising steadily. An estimated 60,000 of the 115,000 graduates this year are looking for employment. (The figures exclude medical, dental, veterinary and education graduates.)

Graduates with electronic qualifications are sought after, in spite of short-term uncertainties in the industry. But there are signs of an increase in the number of jobs open to graduates from all disciplines.

Lower graduates, however, are actively looking for careers in teaching and the shortage of teachers of mathematics, physics and chemistry is likely to get worse.

Full details of what happened in 1984 graduates are not available, but available evidence suggests fewer graduates entered teaching or teacher training in 1984 than in 1983.

The proportion of new graduates who went straight into jobs in the UK in 1984 was about 4 to 5 per cent higher than in the previous year. More graduates went into manufacturing industry than the year before and a smaller proportion went into public service work.

The three organizations warn that this year's competition is fierce for the "best" talent in all academic disciplines and selection standards are higher.

Employers are concerned at the pace at which technical skills are becoming obsolete, the ability to process information effectively and knowledge of computers are valued by employers.

A warning note is sounded that the rise in demand for graduates does not mean that all graduates will obtain jobs.

Britain's 28 university business schools should be run by commercial organizations and their state funding ended, according to two professors from the City University Business School.

Professors Brian Griffiths and Hugh Murray, authors of a paper for the Institute of Economic Affairs, argue that business schools are failing to match the kind of managers needed by industry and commerce.

They suggest the schools be given three years' notice of an end to central grants. The schools would then have to decide either to find other finance or teach only undergraduate business studies.

Whose Business? by Brian Griffiths and Hugh Murray. £2.50, from the Institute of Economic Affairs, 21 Lord North Street, London SW1.

Consultants' report inspires city to confront plight of bewildered young

Be champion of unemployed, councils told

A report which recommends a radical extension of local authority responsibilities towards the young was published this week.

It proposes that local government should take on the role of main champion of the under-25s and ensure that they get the services they need, from education and training to help with jobs, housing, and their dealings with government agencies.

The city which commissioned the report, Wolverhampton, has already decided in principle to implement it. Now prominent figures in youth affairs, including Mr Alan Thompson, who headed the Government inquiry into youth provision three years ago, and Mr Barry Sheerman, the shadow minister for training and youth, are calling on councils throughout the country to follow Wolverhampton's lead.

Based on a two-year survey of the city's youth carried out by a team of independent sociologists headed by Dr Paul Willis, the 200,000-word report paints a picture of "grave and multiple crisis".

Most of the one-third of under-25s without jobs and wages are in a state of "immobility, bewilderment and despair" and unemployment is likely to continue at the same level for the foreseeable future.

Denied the opportunity of becoming workers and consumers and of acquiring accommodation, the unemployed - most of them already long-term - are stuck in a new social condition of suspended animation between school and work. They tend to be housed in council housing, and isolated from the rest of the community by the council's policies, and their involvement in politics is negligible.

Virtually cut off from the private housing market - particularly if they are black - they get very low priority for council accommodation, no help from the social services department unless they have specific problems beyond unemployment, and make little use of youth clubs.

In calling for a new priority to be given to the under-25s in these and other fields of council provision, the report points out that the local authority is the main public structure in the lives of people deprived of work and wages.

The report recognizes that local government action is constrained by employers and the policies of central government, but says this limited scope does not lessen the urgency of understanding and responding to the plight of the young.

It becomes even more vitally important to plan and coordinate those things which are under local control. And it may yet be that local initiatives will show the way for eventual national developments on the youth question," the report says.

Outlining a philosophy for such local initiatives, Dr Willis and his colleagues say that the fundamental thing to recognize is that unemployment among young adults is a social structural condition rather than an individual problem.

The social conditions of young people (16-24) in Wolverhampton. Dr Paul Willis. Wolverhampton Borough Council. £20.

Stuck in suspended animation between school and work

SCHOOL TO WORK

Labour's training promises

by Maggie Richards



Mr Barry Sheerman

A new statutory framework for youth and adult training would be set up by a future Labour administration, Mr Barry Sheerman, Opposition spokesman on training, said in a Commons debate this week.

The Government had kicked away the pit props of the training system by abolishing industrial training boards, closing skillcentres and presiding over a massive drop in apprenticeships, he declared.

Instead the unemployed were being offered a "pulling an illusion of training opportunities which was based on a theory of responding purely to market forces. The Government's criterion for new schemes was that they should be half the cost of what they replaced."

Spelling out Labour's plans, Mr Sheerman said they were based on abolishing personal and intellectual development. Education and training would provide the competence and skills to contribute to an active and effective democracy both at work and in the community, and to the creation of wealth.

Training had to be perceived as natural, useful, and desirable for workers who needed to acquire many skills. That meant breaking the habit of using the school system to filter the academically bright.

A common core curriculum in schools, including a technical element for all pupils, would be linked to a coherent and comprehensive approach in the post-16 sector, with education maintenance allowances for children at 16.

Rights to education and training would embrace both those in study and on youth training schemes. Methods of learning would be linked to a modular, integrated system to enable entry and re-entry to the system, combined with

personal profiles of learning and achievement.

Condemning the Government's record on adult training Mr Sheerman said that against a target figure of 2 per cent of turnover which companies ought to spend on training, the average private firm was currently investing 0.15 per cent.

The adult training strategy had been harnessed primarily to sunrise industries, while the bulk of the labour market was condemned to a secondary tier, characterized by low wages, low skills and low technology, punctuated by bouts of unemployment.

In high technology areas the Government had pumped an extra £43 million into higher education - a classic case of too little, too late. Despite the needs of the sector, the Government had closed down large areas of the national training system, and brought some of the most important centres for procuring high technology skills, such as Bradford and Salford universities, to their knees.

When the need for high technology manpower had developed into a skill shortage crisis the Government had

acted by providing only half of what was actually needed.

In response, Mr Peter Morrison, Minister of State for Employment, referred to the danger of a return to outdated training methods, leading to bankruptcy and redundancy.

Employers, who were the first to become aware of market demands and thus identify skill needs, had to remain the major training providers. But Government had an important role to play as a catalyst and pump-primer. In Government could plug training gaps quickly and effectively.

The chasm that had existed between industry and public providers of training was being filled but it was a slow process, made slower by vested and conservative interests, which obstructed every attempt to bring the system into the latter part of the 20th century.

Mr Morrison highlighted some of the Government's major training programmes over the last five years - the Open Tech, the Technical and Vocational Education Initiative in schools, youth training programmes and the adult training strategy. Since 1979 spending on training had increased from £458m to £1,234m. Currently, 643,000 people were undertaking training, compared to 353,000 five years ago.

Liberal spokesman Mr David Penhaligon insisted that employers were not spending enough money on training. Legislation ought to be used to ensure employers made a fair contribution towards the cost of training.

Edited by Mark Jackson

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ATOL No. 1068

OVERSEAS

Technology to be poor relation no longer — ministers

FRANCE

Mary Follain on the proposals to enhance the status of technical education

Next month a five-year plan on technical education is to have its first reading in the National Assembly. The education minister, M. Jean-Pierre Chevènement, hopes it will "set the say rising in technical education" and lift it out of its present status of "poor relation" to academic studies.

M. Chevènement and his secretary of state for technical education, M. Roland Carraz, are introducing a new vocational baccalaureat, improving the status of some of the existing vocational lycées and creating new technical universities.

The Government's objective is to increase the number of technicians at both secondary and university level,

and to encourage the less academically able pupils in vocational schools, who normally leave school at 16, to stay on and try for one of the 50 or so new baccalaureats designed to fit them for a specific career in high technology.

Pupils will be trained as maintenance technicians in information technology, telematics, automation processes or household electrical equipment, as well as for new jobs in the tertiary industry. The new "bacs" are not designed to lead on to higher education although that is not excluded.

They should bring new hope to pupils in existing vocational secondary schools (lycées d'enseignement professionnel, or LEPs), who have been ejected from the mainstream, secondary schools which prepare for the academic or technical baccalaureats.

At present, pupils who leave the mainstream schools at the end of their fourth year in secondary spend two years preparing for the vocational



Jean-Pierre Chevènement (right), Education Minister, and Roland Carraz (left), representing technical education, outline a new vocational baccalaureat.

certificate, the *brevet d'études professionnelles*, or BEP, which lacks the prestige of either the academic or technical bacs.

They will now be able to spend a further two years after the BEP studying for one of the new vocational bacs. This means they will spend an extra year in secondary schooling — mainstream pupils take the bac at the end of their seventh year — but they will, it is hoped, be qualified for a job when they leave school.

Close contacts will be maintained with industrialists to ensure that the bacs are tailored to the needs of high technology, and both pupils and teachers will spend time in industry. University graduates will be recruited and trained to teach the new bacs and

teachers already in technical education will be offered the chance to obtain a new certificate of aptitude in vocational education.

Five hundred of the present 1,200 LEPs will be renamed *lycées professionnels* and by 1990 they should be training 80,000 candidates a year for the new bacs.

The five-year plan also includes the creation of at least five new technical universities (the University of Compiegne is unique at present) and the *instituts universitaires de technologie* (IUTs) which are roughly equivalent to British polytechnics, are expected to increase their intake from today's 60,000 to 90,000 students in five years. The cost of the reform has not been specified.

Jobs for the girls

GERMANY

Girls in West Germany, on average, have better school-leaving qualifications than boys, they make greater efforts in applying for vacancies, they are more flexible in their choices.

Yet, girls make up two-thirds of 40,000 youngsters who failed to find training vacancies last year.

This situation has led Dr. Doro Wilmis, Education Minister, to give priority to helping girls make a transition from school to working life.

Dr Wilmis said: "The need for vocational training for girls is acknowledged by society as much as the right of women to gain full employment."

Equally acknowledged, however, are the disadvantages girls face in a competition for training vacancies. With special needs in mind, Dr Wilmis has decided to offer help in two ways by increasing the number of training places in traditionally female occupations, and also by encouraging girls to broaden their career choices.

The results of a five-year, government-financed pilot project, "girls' special jobs", have shown that girls equal to the special training demands of the traditionally male skilled trades. The government has said, but its education ministry admits that industry's response has been limited by the current economic situation. More needed to be done to encourage employers to take on female trainees at a time when the labour market was contracting.

The ministry hopes to allocate more funds in the next financial year to publicizing the findings of this and similar schemes, but has no plans to repeat large scale projects of this kind.

While continuing the dialogue with trade and industry, Bonn recognizes that girls' willingness to look beyond traditionally female professions must also be increased. Dr Wilmis said: "I appeal to all young women currently looking for a training vacancy seriously to consider training in an industrial technical profession."

Dr Wilmis believes girls must not be left behind in the competition for work involving the new technologies. Regretting that girls made up only 2 per cent of entrants in a recent nationwide computer competition for young people, Dr Wilmis said: "We must at all costs avoid a new male-female rift in the labour market."

A series of computer courses for girls is being organized in six West German cities this summer by the ministry, a computer manufacturer and a women's magazine in a bid to publicize the growing importance of familiarity with the new technologies to gain jobs. Schemes with similar aims are being launched by a number of regional authorities.

Feeling is widespread, however, that the current exhortations to adjust traditional attitudes have come too late to help today's school leavers.

Sixty per cent of the 300,000 female applicants for traineeships already registered this year have chosen one of the five "classic" female occupations: retail sales, secretarial, medical assistant, clerical and hairdressing — areas which together provide only 46 per cent of the total traineeships.

The situation is aggravated by the steady decline since 1980 in girls entering higher education, standing now at 37 per cent for universities and 29 per cent for polytechnics.

Dwindling job prospects for graduates in the humanities and social sciences — the fields traditionally favoured by female students — are deterring girls from higher education, with the result that competition for traineeships has intensified. Especially disadvantaged are girls with lower or no school-leaving qualifications.

The seriousness of the situation has produced repeated calls for opposition Social Democrats for effective government intervention in the form of positive discrimination to favour girls in the allocation of traineeships.

Industry and the centre right Bonn government, however, reject absolutely any notion of restricting employers' freedom of choice and point out that none of the SPD controlled regional governments has pursued such policy in practice.

Paul Bendelow

All Blacks' tour sparks schools rugby walk-out

NEW ZEALAND

Terry Power assesses the effects of the South African trip

Schoolboy rugby numbers are down and some sponsorship has been withdrawn from the sport as the New Zealand Rugby Union presses on with its intention to send the All Blacks to South Africa next month.

The Government emphatically, and public opinion less emphatically, oppose the move, but the anti-tour movement in recent weeks has had what a spokesman, John Minto, calls a "flat point". And while the movement has been confident that the trip will not proceed, a dramatic rabbit is going to be pulled out of the hat — conceivably the wholehearted and active opposition of the transport unions — if it is to stop the trip.

But New Zealand has never won a Test series in South Africa, and this makes the 1985 venture even less attractive to many rugby followers. The Rugby Union Council made its long-pending decision just as schools rugby was getting underway for the season. The immediate result was a series of publicized withdrawals from school teams, coaches and individuals.

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AUSTRALIA

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OVERSEAS



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SUDAN

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Bill Norris looks at tensions in American classrooms

The wages of stress

Maintaining classroom discipline is cited as the leading cause of stress among American schoolteachers. A survey conducted among primary school teachers in Texas ranks discipline above low financial rewards, paperwork, conflict with administrators, and 15 other potential hassles as the top stress-inducer. The number of children in class came second.

And in Prince George's County, Maryland, the problem has reduced morale to such a low level that 48 per cent of 4,350 teachers responding to another survey by the profession said they wanted to leave the profession. Seven out of ten reported that they had suffered verbal abuse during the past year, and 21 per cent said they had been

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Discipline is not their only problem. Most complain that they spend more than eight hours a week doing classroom work at home, and there are protests about inadequate textbooks.

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The move, adopted by a 7-1 vote by the local school board, has provoked a storm of protest from students and from lawyers representing civil liberties groups. But so far the school authorities are standing firm.

"It will make parents aware that we are not going to take it any more," said Mary Casso, president of the parents' association. "Maybe it will put a little scare into these kids."

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One of those with sore toes is Deborah Karparkin, staff attorney of the American Civil Liberties Union, who says she is "horrified" by the policy.

"We think it's an outrage and a violent violation of students' rights," she said. "The most egregious problem is that the search is a wholesale dragnet. They have completely abandoned the constitutional right of individualized suspicion. Making you give your body fluids is about as invasive as it gets."

She agreed that there were doubts about the accuracy of the tests, and whether the school should have con-

trol over the activities of students when they were not in class.

The tests, believed to be the first of their kind in the United States, will begin in late August with athletics and cheerleaders. The rest of the student body will be tested in September after the summer holidays.

The test will be added to the regular school physical examination, and students who do not wish to have the school doctor administer it will be able to go to a private physician. Those who fail the test will be re-examined by the school doctor.

What will happen then has still to be decided, though students will not be allowed to return to school as long as there are drugs in their system. The further options include discussions with parents, giving instruction at home, contacting social services agencies, or alerting the police. Nor have school board members made up their minds what to do if parents refuse to sign the necessary consent forms before the tests are carried out.

The local police are in favour of the scheme, but the National School Boards Association is clearly nervous. "They're pioneering in a very sensitive area, and may be at some risk in terms of legalities: the right to privacy, search and seizure," said Thomas A. Shannon, executive director.

Nevertheless, he added, "The board believes what it is doing is responsive to what people want, and that's the essence of representative government."

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Luis Garcia

OVERSEAS

Technology to be poor relation no longer - ministers

FRANCE

Mary Follain on the proposals to enhance the status of technical education

Next month a five-year plan on technical education is to have its first reading in the National Assembly. The education minister, M. Jean-Pierre Chevènement, hopes it will "set the sap rising in technical education" and lift it out of its present status of "poor relation" to academic studies.

Mr Chevènement and his secretary of state for technical education, M. Roland Carraz, are introducing a new vocational baccalaureat, improving the status of some of the existing vocational lycées and creating new technical universities.

The Government's objective is to increase the number of technicians at both secondary and university level,

and to encourage the less academically able pupils in vocational schools, who normally leave school at 16, to stay on and try for one of the 50 or so new baccalaureats designed to fit them for a specific career in high technology.

Pupils will be trained as maintenance technicians in information technology, telematics, automation processes or household electrical equipment, as well as for new jobs in the tertiary industry. The new "bacs" are not designed to lead on to higher education although that is not excluded.

They should bring new hope to pupils in existing vocational secondary schools (*lycées d'enseignements professionnels*, or LEPS), who have been ejected from the mainstream, secondary schools which prepare for the academic or technical baccalaureats. At present, pupils who leave the mainstream schools at the end of their fourth year in secondary spend two years preparing for the vocational



Jean-Pierre Chevènement (right), Education Minister, and Roland Carraz (left), representing technical education, outline a new vocational baccalaureat.

certificat, the *brevet d'études professionnelles*, or BEP, which lacks the prestige of either the academic or technical bacs.

They will now be able to spend a further two years after the BEP studying for one of the new vocational bacs. This means they will spend an extra year in secondary schooling - mainstream pupils take the bac at the end of their seventh year - but they will, it is hoped, be qualified for a job when they leave school.

Close contacts will be maintained with industrialists to ensure that the bacs are tailored to the needs of high technology, and both pupils and teachers will spend time in industry. University graduates will be recruited and trained to teach the new bacs and

teachers already in technical education will be offered the chance to obtain a new certificate of aptitude in vocational education.

Five hundred of the present 1,200 LEPS will be renamed *lycées professionnels* and by 1990 they should be training 80,000 candidates a year for the new bacs.

The five-year plan also includes the creation of at least five new technical universities (*l'Université de Compiegne* is unique at present) and the *instituts universitaires de technologie* (IUTs) which are roughly equivalent to British polytechnics, are expected to increase their intake from today's 60,000 to 90,000 students in five years. The cost of the reform has not been specified.

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And in Prince George's County, Maryland, the problem has replaced morale to such a low level that 48 per cent of 4,350 teachers responding to another survey by their union said they wanted to leave the profession. Seven out of ten reported that they had suffered verbal abuse during the past year, and 21 per cent said they had been

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The move, adopted by a 7-1 vote by the local school board, has provoked a storm of protest from students and from lawyers representing civil liberties groups. But so far the school authorities are standing firm.

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Jobs for the girls

GERMANY

Girls in West Germany are having better school-leaving options than boys, they make efforts to apply for vacancies they are more flexible in their

Yet, girls made up two-thirds of 40,000 youngsters who had training vacancies last year.

This situation has led to the Wilms, Education Minister, priority to helping girls' transition from school to work.

Dr Wilms said: "The need for vocational training for girls is not

legged by society as much as it is for men. Girls are encouraged to

Equally acknowledged, are the disadvantages girls face in competition for training

With special needs in mind, has decided to offer help in increasing the number of girls in places in traditionally male careers, and also by encouraging

The results of a five-year, government-financed pilot project, men's jobs", has shown that equal to the special training of the traditionally male careers

the government has said. Re-education ministry admits that its response had been limited.

current economic situation. It needed to be done to encourage

time when the labour market is contracting.

The ministry hopes to allocate funds in the next financial year to publicizing the findings of the similar schemes, but has no specific large-scale projects.

While continuing the dialogue with trade and industry, Dr Wilms said, girls' willingness to take traditionally male professions

also be increased. Dr Wilms' appeal to all young women, looking for a training vacancy, to consider training in an industrial profession.

The government believes girls will be behind in the competition for work, and the need for work. Regarding their mothers' 5 per cent of entrants in a nationwide computer competition

young people, Dr Wilms said, most at all costs avoid a traditionally male job in the labour market.

A series of computer courses is being organized in 50 German cities this summer by industry, a computer magazine and a women's magazine in a bid to publicize the growing importance of computers in the new technology.

in young people. Schemes with similar aims are being launched by a number of regional authorities.

Feeling is widespread, however, that the current exhortations to girls to take traditionally male professions are too late to help today's school leavers.

Sixty per cent of the 300,000 applicants for traineeships applied last year have chosen to take a five-year "female occupation" in retail sales, secretarial, clerical, dental, clerical and hairdressing, which together provide only 40 per cent of the total traineeships.

The situation is aggravated by steadily declining since 1980 in entering higher education, now at 47 per cent for university and 29 per cent for polytechnics.

Outstanding job prospects for graduates in the humanities and social sciences - the fields traditionally favoured by female students - is deterring girls from higher education.

With the result that compulsory traineeships has intensified. Especially disadvantaged are girls with lower school-leaving qualifications.

The seriousness of the situation produced repeated calls from opposition Social Democrats for government intervention in the form of positive discrimination to favour girls in the allocation of traineeships.

Industry and the centre right government, however, reject any notion of restricting employers' freedom of choice and put that name of the SPD controlling regional governments has passed such policy in practice.

Paul Bendel

All Blacks' tour sparks schools rugby walk-out

NEW ZEALAND

Terry Power assesses the effects of the South African trip

Schoolboy rugby numbers are down and some sponsorship has been withdrawn from the sport as the New Zealand Rugby Union presses on with its intention to send the All Blacks to South Africa next month.

The Government emphatically, and public opinion less emphatically, oppose the move, but the anti-tour movement in recent weeks has had what a spokesman, John Minto, calls a "flat point".

And while the movement appears confident that the trip will not proceed, a dramatic rabbit is going to need to be pulled out of the hat - conceivably the wholehearted and active opposition of the transport unions - if it is to stop the trip.

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Aboriginals get first primary in face of local opposition

AUSTRALIA

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It will be run along conventional lines, teaching the traditional academic subjects, but it will also place increased emphasis on the teaching of aboriginal culture and customs.

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The proposals have partly come about as a result of national and local communities which show that few aboriginal children stay at school beyond the compulsory age limit (15 years in most states).

One study in New South Wales found that only 104 aboriginal students

sat for the Higher School Certificate examinations in that state last year, a retention rate of 8 per cent, compared to a retention rate for all Australians of about 30 per cent. The study also found that of those 104 students, only 14 students gained marks of more than 50 per cent.

According to Peter Buckskin, chairman of the South Australian Aboriginal Education Consultative Committee, aboriginal people do not achieve in such a traditional European system.

"Aboriginal children are culturally dying in traditionally European schools because their backgrounds are not recognized or supported," says Mr Buckskin, who was himself brought up on an aboriginal reserve.

"It is not the fault of individual teachers, it is the fault that governments have not addressed the inadequate situation aboriginal education is in today."

Mr Buckskin pointed to a state education department survey of the northern Adelaide area, which has a large percentage of aboriginal residents, which showed that aboriginals are not enjoying school and because of this they are not attending.

"We need a school where we can get together as a group because people work better in groups. Aboriginal communities have traditionally supported each other as a group and not individuals. We praise the group rather than the individual."

Luis Garcia

OVERSEAS



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SUDAN

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Foreign affairs

Sir - The Council for Education in the Commonwealth produced a report in 1983 which identified the problems facing teachers returning from service abroad seeking posts in the UK. The report also considered whether these problems were acting as a disincentive to recruitment of teachers for service overseas. Copies of the report were made available to the DES, i.e. a.s. and other interested parties.

The Executive Committee of the CEC has now reconvened its working party on overseas teachers to ascertain whether the difficulties remain, whether official attitudes to recruitment of teachers with overseas service have changed and whether recruitment of teachers for service overseas has been affected.

May I through your columns, ask teachers, and others in education who have experience in these fields, to write to me, c/o AMMA, 7 Northumberland Street, London, WC2.

R V LELEUX
Secretary to the working party
Sidcup

Wood work

Sir - Ruth Merritts (TES, June 14) would do well to come out of her cloud and accept that parental demands for traditional maths teaching do not "stem from a deep insecurity about maths" as she states, but they arise from the knowledge that all the better working-class jobs are handed to those who can't do sums.

Take, as an example, my trade: carpentry. If 10 minutes pass without me making a calculation of some sort, it is because I am having my cup of tea. Most of them I do in my head; a few are done in seconds with a pencil on a scrap of timber. Only rarely are my sums complicated enough for a pocket calculator to be of the slightest advantage.

I have yet to meet a carpenter who carries a pocket calculator, and I doubt I ever will. They are simply an embarrassment which - to be sure - would fail just when one was about to go on double time-and-a-half.

As far as I can see, the only real objection to teaching traditional maths is that it is not "fun", or - horrors - it is plain hard work. However, I dare say it is nowhere as tedious as carrying a pocket calculator around the rest of one's days.

T BURBARD
30 High Street
Lowestoft
Suffolk

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Caricature of true position

Sir - Tony Whelpton, in his article on the "authentic fallacy" (TES, June 7) set out to expose the "crooked thinking" which apparently many advocates of "authenticity" in language teaching and examining suffer from. Regrettably, he chose to do so by attributing to his opponents (for we can only assume that he views them as such) views which caricature their actual position. Examinations represent an "artificial" situation: no one would seriously dispute this. However, given the essentially practical objectives elaborated for the GCSE in French, it is surely equally obvious that the language presented, and the tasks demanded of candidates, should aim to be a reflection of practical language use, by replicating genuine communicative activities (such as writing down a phone message - but scarcely one that is not even simulated).

Mr Whelpton forgets to point out that the National Criteria document for French recommends that the basic principle (of foreign language ex-

aminations for GCSE) is that "the tasks set in the examination should be, as far as possible (our italics), authentic and valuable outside the classroom". And who says (apart from Mr Whelpton) that the advocates of authenticity "despise" the use of sequences of pictures? At their best they have the virtues he claims for them. However, poorly drawn, uninvolved picture-sequences have been all too easy to find in past examinations - we will gladly show examples to Mr Whelpton if he cares to visit CLT - and the tasks set for candidates have all too often been of mind-bending triviality. Pressure for authenticity is prompted at least in part by fear of past horrors.

The National Criteria for French, for all their weaknesses, do represent the outcome of an extensive debate. The views of most groups of teachers (associations, etc) were unanimous in favouring a move towards more authentic (ie convincingly realistic) use of language in teaching and examining. It

Language barrier

Sir - I was both incredulous and saddened to read Tony Whelpton's "The Authentic Fallacy" (TES, June 7). This response is a reply from someone who is both a practising classroom teacher and involved nationally in modern languages developments.

My first criticism of Mr Whelpton's *cri de coeur* (or is it a *cri de guerre*?) is the unfortunate and no doubt unintentional tone of condescension, a holier-than-thou attitude directed towards his fellow members on the SEC 16-plus committee. A new teacher, reading Mr Whelpton's words, could be forgiven for thinking that this committee is made up principally of non-classroom teachers, short on examining experience, whereas the fact is that half of the members are school-based and virtually all participants are board nominees with considerable relevant examining experience.

In fact, of those who are involved in

tertiary education, the majority, including the member who was the chief object of Mr Whelpton's thinly veiled resentment, have been part of the classroom a lot more recently than he.

Similarly, the "blinkered advocates of authenticity at all costs" are, fortunately, a figment of Mr Whelpton's mind, since the progressives' overriding concern is for justifiable authenticity. Does Mr Whelpton really believe what he writes, when he implies that members of his own SEC French GCSE committee and others around them advocate "the use of material which is unsuitable on grounds of difficulty or subject-matter"?

What especially concerns me is the fact that a member of a committee which is committed to the National Criteria should find such an unfortunate method of voicing his own disapproval. Since authenticity is a lynchpin of the SEC GCSE approach, I can only presume, along with many others, that Mr Whelpton's article is a precursor of an honourable resignation from

tion of its promise, which was total involvement.

Your reviewer was quite right to suggest that she was "Missing some material"; it was, in fact, the lack of a participant's view of the impressive production. It is rare in a group to share a performance in which every child finds itself playing a major part where the movement and dance and the role play is experienced by all the parties. It was a remarkable educational experience.

"My Land" is the resource pack



A picture from a language exam

is profoundly disturbing to find a chief examiner so far out of sympathy with this consensus.

ALAN MOYS
DEREK HEWETT
Centre for Information on
Language Teaching & Research
Regent's College
Inner Circle, Regent's Park
London NW1

the 16-plus committee.

Fortunately, it is the pupils themselves who will have the last say. Why is it that there has been an encouraging large increase in pupil involvement in modern languages in those areas where graded activities have taken a hold? We know that the answer is because pupils have worked with meaningful, authentic materials and activities, and have tasted a measure of success.

Let us remember, also, that such involvement and success have not been restricted to the less linguistically able. Results at Levels 3 and 4 show that pupils at the top of the ability range also respond to materials and activities with a degree of reality, when they are given a chance.

ROD HARRIS
National Vice-Chairman
British Association for Language Teaching
119 Eton Road
Newark
Notts

Micro boot

Sir - I read the June 7 issue of the in a haphazard way beginning. Letters page in which Anna expresses herself "angry and sad" girls fail to develop confidence, initiative in dealing with microcomputers. One of her conclusions is that they need a boot behind them. I happened across the Microcomputers Education Programme advertisement and a passage which, I read:

"Danny is only seven years old. He is one of those children we all go across who hates putting pen to paper."

"Ellen, a pretty little thing, is a underachiever."

It is illogical of me to suspect a though this deputy head describes enthusiastic terms the two children underachievement on a micro, he says Ellen's success as being despite the fact that she is "a pretty little thing" (very feminine)? What chance is girls to get a proper sense of their own worth when well-disposed professional educators refer to them in these terms?

I have a certain amount of sympathy with Anna Price's impatience at the average girl's inability to see the importance of the micro, but it is only the girls who need a boot behind them.

HILARY TEMPLE
Head of Unit
Coventry Open Tech Unit, Topsham

Pretty awful

Sir - Godfrey Hall, in the advertisement "The Learning machine" (TES, June 7) cites a children by name: Danny and Ellen, both underachievers. Why does he refer to Ellen as "a pretty little thing" yet make no reference to Danny (who is a seven-year-old)?

It is an illuminating comment, particularly in an issue which contains an article detailing boys' "unfulfilled" secondary level. What hope is there for changed attitudes among children if teachers continue to discuss pupils in such terms?

CHILLIAN CAVENEY
12 Kings Newton Road
Chislehurst
Kent

Single sex

Sir - I would like to correct two inaccuracies in your article about my recent publication "Schools for the boys" (TES, June 7).

First, my conclusions are:

● It is important to retain existing single sex schools.

● This does not mean that girls' schools have no need to look critically at the images of women present in the school. Nor does it mean that mixed schools can do nothing - they can provide single sex groupings, recreational spaces for girls to use if they wish and they can critically assess the ethos of the school. Nor do boys' schools have to be bastions of male chauvinism. Indeed some men working with boys on their attitudes to women say that their work is easier in single sex situations.

Second, it is not the case that my daughters' school is "soon to merge". At this stage there is merely a proposal to amalgamate the two single sex schools, a proposal which is being strongly opposed by over 500 parents partly on the grounds presented in the book.

PAT MAHONY
Goldsmith's College
New Cross, SE14

grated" - it used to be called general-science format. Many physics teachers would find the idea unappealing, thereby adding to the shortage in their numbers.

But to a Government targeting the next General Election on a platform of controlled public spending, while seeming to do something to advance the nation's science and technology base, it makes electoral sense. Naturally in time the absurdities will become apparent, but meanwhile the necessity of paying teachers more is obvious.

The real crime is committed by those teachers and local authorities who are actively abolishing separate sciences and thereby making the Government's job easier.

ROBIN PARKER
Physics teacher
Stevenage
Hertfordshire

Watford gap

Sir - Your article "Question mark remains over five colleges" (TES, June 14) is seriously misleading. The Council for the Accreditation of Teacher Education did not say that Hertfordshire College of Higher Education has insufficient staff with recent classroom experience, nor was it suggested that there is inadequate provision for sub-

ject study. The THES got it right when it reported: "Ironically HCHE whose threatened closure was postponed by the NAB board this week had only been asked to extend its PGCE by one week to 36 weeks and set up local committees."

NEIL FERGUSON
Head of the Department of Education
Hertfordshire College of Higher Education, Watford

FRANCIS ROADS
61 Malmesbury Road
South Woodford, E18

Wild claims for school worship

Sir - If Canon Turner is determined to put forward arguments for the continuation of worship in schools (Letters, TES, June 14), then such views must hold intellectual water. They do not do so on the following counts.

To suggest that there is no alternative to religion in order to give children a sense of right, wrong, responsibility and spiritual awareness is to make wildly exaggerated claims for religion. The arts have always had these aims as a main concern.

To instill ideas into the young minds of children simply on the grounds that these are their parents' beliefs is surely questionable. To do so at a time when indoctrination in education has become a matter of public debate is to suggest that some forms of indoctrination are acceptable but others are not. Canon Turner loses credibility by suggesting that it is necessary to worship in order to be religious. This is as ridiculous as maintaining that in order to be educated one must attend school.

The canon displays a touching faith in the validity of the present-day values

and institutions of this country. So many of the children to whom he refers reach adolescence and then challenge and reject the religious ideas together with the morality they have been led to believe is synonymous with those ideas.

The whole debate about religious education and worship in schools appears to ignore a most fundamental issue. If such education and worship is of value then why do so many teenagers reject both it and the espoused morality that goes along with it? Of even more concern is the resulting moral void which is so often filled with a kind of irresponsible freedom. If as a society we are properly to address these vital issues then we must surely devote more time and effort to discussing the best means of developing individual morality, rather than imposing doctrinaire ideas upon those who are not yet capable of properly testing them.

DAVID GRANTHAM
F.E. lecturer
University of Sussex

pupils the learning experience may be rather different from those intended. They have more to do with learning ways of expressing opposition. This creates a problem for Christian teachers and pupils whose acts of worship are turned into something rather different by the majority of these present.

In the secular society worship as envisaged by Canon Turner and by the 1944 Education Act is not possible in a good many of our schools. The question of its desirability or otherwise will remain irrelevant.

KEITH BLACKBURN
31 Billings Hill Shaw
Hartley
Durford
Kent

keep school worship and R.E. while you have political education and anti-racism/sexism/homophobia. Of course, there will come a time when all of us will have to put the retention of our subjects to the electorate. After all, the public pays the bill.

Meanwhile, I want to urge "anxious parents" not to be too uptight about indoctrination. Children have been "indoctrinated" in the way he says his daughter is being "indoctrinated" now, since long before 1944. Indeed, the "anxious parent" may be just young enough to have suffered such "indoctrination" himself. Happily, like most people, he does not seem to have been programmed into religious zombiehood.

On that basis, it looks as if all the political education going on today will produce generations of fascists. That would be a pity. I repeat; let's get together to see how we can do the job better.

RICHARD WILKINS
General Secretary
Association of Christian Teachers
27, Spring Gardens
Grafton
Watford
Herts

Close contact

Sir - Paul Wood has been given the benefit of a Talkback (TES, June 14) in which to comment on my letter of May 17.

My facts are not based on a brief weekend visit but on 10 years of close contact with *Die Gesamtschule*, Waldau in Kassel, and regular and most profitable discussion with colleagues there, more particularly with its head-teacher, Dr K. Lindemann.

Their Head of English, Fritz Achberger, is in our school this very week and agrees with Shirley Williams, English teachers are underpaid. Why, might I ask, is Paul Wood working in Dortmund?

English teachers have difficulty in proving to the Inland Revenue authority that they spend a substantial part of their working day in an office at home. That is because they do not spend as many as four half days working at home as most German teachers do. My comments did not refer to

grammar school teachers. Grammar-qualified teachers in a comprehensive still teach only 24 lessons. (The GSW has 15 of these teachers. The length of a lesson is 45 minutes). Staff, however qualified, share the teaching of lower sets.

Mr Wood has found men who because of their "unscrupulous" character have been appointed head-teachers and "exploit" their assistant teachers in the matter of supply cover. I only know headteachers who are striving to do the best for their pupils and know this is best achieved with a happy staff. Mr Wood does not deny the facts that German secondary teachers "cover" for no more than three lessons a month and are paid for all of it if they do more. In Kassel just now there is no money for the payment of "cover" so none is asked for.

Mr Wood goes on to discuss other points which I did not refer to in my letter. He describes me as a fan of the German school system. I am not. I know its disadvantages well, but I find it interesting.

If Mr Wood finds German schools not interested in the social and personal development of pupils he has found a strange, reactionary backward.

Liberal, humanitarian, democratic and progressive, Hessen has its *Offene Schule Waldau*, a comprehensive secondary school of 774 pupils, where the staffing ratio for the first three secondary years is 1:12, then 1:18. The principal concern of the staff is to reduce aggression and confrontation. There are stable form groups, stable year group pastoral teams. As in the best English schools the staff have recognized that we are not teaching skills, concepts, and knowledge in a vacuum but we are teaching children, on whose attitudes and responses progress will depend.

D PROUD
Head teacher
Edge End High School
Hibson Road
Nelson, Lancs

Out of context

Sir - Readers of your article "A levels: advice" (TES, May 24) may be misled by the assertion that university candidates for electronics should take A level physics and not electronics. While the pamphlet "Choosing A levels for university entrance" indicates correctly that electronics is not widely accepted as an alternative to physics, it also indicates that almost all universities will accept A level electronics systems as meeting entry requirements.

Almost all universities in England and Wales have indicated that they are prepared to accept A level electronics systems as a qualifying subject for entry into electronic engineering. Many have indicated they will also accept it for other disciplines. Most have said that they expect electronic systems to be offered together with physics at A level and many would specify mathematics at A level as the third of the three subjects in a combination involving electronics. On the other hand, some consider electronic systems to be a more important entrance qualification than physics for their course in electronic engineering.

Mountain piqué

Sir - I Miller (TES, June 7) is right. The TES urgently needs the services of an educationist who "stands on the mountain peak of life", rather than the cynical Professor Wragg.

Might I suggest that a leading candidate for the post must be Sir Keith Joseph? His mountain peak must be the loftiest of all, as the view from it palpably obscures the plight of his teachers and the condition of his schools. The only eminence to rival it would seem to be Mr Miller's.

JOHN MACKAY
Head of English
Lakes School
Windermere
Cumbria

Lighter side

Sir - How pompous can you get! There is little enough in the staffroom to smile at, and the return of Ted Wragg to the TES was a real breath of fresh air. If I Miller can't laugh at him/her-self now and then, I suggest they give up teaching immediately.

I've had enough sincerity, enthusiasm and positive thinking to last me a lifetime. What I need is someone to make me laugh.

Please let's have more of Ted Wragg and the lighter side of teaching.

MOIRA USHER
4 Cordwainers
Manningtree Road
East Bergholt
Colchester

or regard it as a preferred third subject for entry requirements.

The pamphlet to which your article refers does not mention the stigma of practical skill that electronics is supposed to have. Indeed, many of the entry requirements in electronics match those applying to A level chemistry as a requirement for degree courses for chemistry. No one refers to the stigma of the significant component of practical skill in A level chemistry.

It seems strange that, at a time when the Government is encouraging development of a more relevant curriculum, when the country depends as never before on the growth of "high-tech" industry for prosperity, and many more schools are at last offering electronics in response to these pressures, that the TES should be using quotations out of context in such a way that balanced judgements become twisted into assertions that are unsupportable and counter-productive.

G W PILLINER
Group Head for Science
The Associated Examining Board
Wellington House
Aldershot
Hampshire

Willing NUT

Sir - Bert Lodge's piece on the current General Teaching Council discussions "Union's reply to new GTC proposals" (TES, June 14) needs a correcting note.

It is because the Technical Working Party has presented a remit for a General Teaching Council that had consensus approval at the plenary conference on March 12 that the participating bodies can now consider the composition.

It is not the case that the NUT "has always maintained that it should be proportionately represented". Since 1978 the NUT has shown positive willingness to support a mixed system of membership by election and this mode of composition is currently undergoing detailed discussion within the union's national executive.

It is only minorities who oppose proportional representation; the merits of a mixed mode of composition is that the legitimate interests of minorities are safeguarded at the same time as the full electorate of the registered teaching profession can exercise united participation and involvement in the work of their own council.

IAN MORGAN
Chairperson
Teacher Education Committee
National Union of Teachers
Hamilton House
Mableton Place
London WC1

That's rich

Sir - Your photograph of Paul McCartney's back, and its caption, certainly prove that multi-millionaires - have no hesitation in advising more ordinary people on how to take a substantial cut in income. Do they ever question themselves about their own circumstances and their personal qualifications before "advising"?

RODERICK THOMSON
14 Dove Street
Shipley
West Yorkshire

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Derrick Bjford is deputy director.



LEARNING TO KISS AND TELL

Michele Elliott's taboo-breaking work to counter child sexual abuse is winning converts, Julia Hagedorn reports.

The parents and teachers at a north London school were not entirely happy about Michele Elliott's talk. Surely, one of them asked, this sort of thing just did not happen in this part of London. And, besides, their children were too young to know about such nasty happenings.

Michele, on this summer evening, was at the school to discuss the sensitive subject of child sexual abuse as a preliminary to carrying out one of her workshops with the seven to eight-year-olds. Sexual abuse, hitherto almost unmentionable in most schools, is—thanks to the work done over the last year almost single-handedly by Michele—now recognised by more and more heads, educational welfare officers and advisers as a very real problem. Michele has talked to over 1500 children since October; and enquiries are coming into her home at the rate of 120 a week.

Michele Elliott is an American who has lived for the past 15 years in this country, working as a counsellor and educational psychologist. She heard about the Child Abuse Prevention programme in the United States and took leave of absence to study it. Back here again, she took off another two years from her school work with the idea of slowly building up a preventative programme in England.

Now, thanks to the publicity given to a book of guidelines she published a couple of months ago for parents and teachers, she is no longer able to cope with the demands from schools. At first, it was only the American schools in Britain that invited her in. But a couple of ILEA schools have now seen Michele's workshop with children as having some of the inspectorate—and her work is suddenly beginning to take off.

People, she accepts, find it hard to admit that children are abused sexually. But after every lecture or workshop she gives, adults or children are asked to stay behind if they wish to discuss something with her. And one in five do, she says. She is continually coming across cases so horrendous that they keep her awake at night and she

'One in ten will be sexually abused before the age of 16'

often has to work until two in the morning in order to get to sleep.

The figures speak for themselves. One in ten children will be sexually abused before the age of 16. And over 75 per cent of these assaults will be carried out by adults known to the child. Michele has three programmes: for the five to 11s, the 11s to 14s and the over 14s. She always talks to parents and teachers first, and she always supplies

notes for the children to take home afterwards so that the subject can be discussed at home.

Her main concern is that children are vulnerable because of the lack of information they have about assault. To tell them to watch out only for strangers, she says, is like telling them to beware of red cars alone when they cross the road. They are also vulnerable because they have been brought up to be polite and obedient to adults and because they are often dependent upon the adult who abuses them.

Little is known about the make-up of the typical child abuser except that 90 per cent of them are men—and a large proportion married with children. They come from every class, profession, racial and religious background. They are expert at hiding their behaviour and children are easily coerced into silence by an adult. In the US molesters average 73 victims before being caught. Thus the only effective method of prevention currently is to teach children to seek help if it happens to them.

The parents are still worried. Isn't she trespassing on their domain? Michele would be delighted if the subject was dealt with at home: unfortunately it is not. And by having the talk at school with their friends and teachers around them, less of an issue is made of it. All the feedback shows that children are more confident when they are made aware of preventive techniques, she adds.

If they had come with me a week later to an infant school only 15 minutes drive away, the parents might have seen that their fears were groundless. I watched a workshop with five and six-year-olds. Not once was sex or rape or violence made explicit. Her approach with this age group is to make them aware that they have rights—particularly the right to feel safe. With the help of two adults and much role playing, the children are taken through a series of situations that teach them the strategies they need to know.

Her first role play concerns a six-year-old who has his money taken from him by an older boy while on the way to school. This is re-enacted with the children's help to show two friends standing up to the bully. The three tactics they should have learned are: to say no, to ask a friend for help, to tell an adult.

Next she introduces the idea of a stranger trying to trick a child into accepting a lift in his car. "Just walk right by them if they say anything to you," one street-wise six-year-old contributes. The children are shown how to always stay two arms' length away from a strange adult who approaches them. If they are grabbed, they are shown that it is all right to kick and shout, but their reaction must be speedy.

In the situation enacted in this role play, the child's life is potentially at risk so they need to be aware that all the rules can be broken. Michele shows them how to kick at the adult's knee, scrape their foot down his leg and stamp on his instep. She teaches them also how to make a deep yell from their belly—which the children, of course, are delighted to practise.

The third role play is the most sensitive one. Michele wants to get over the idea that any hugs, kisses or touches that make the child embarrassed and uncomfortable should be refused. And that if they are asked to keep such touches a secret, they should always tell. "Your mums and dads don't ask you to keep it secret when they tuck you up in bed and kiss you, do they?" No, comes the chorus from the class.

So "Uncle Harry" is shown coercing his niece into kissing him by offering a bribe and using adult authority. The second time round, she has learned to say no and to jump up and seek adult help.

It is very difficult for children to say no in an assertive way to an adult, especially a familiar one, so the children are taught to practise this in various situations. It is difficult to say how much of this last role play has been understood by the children. The face of one I watched certainly showed a range of emotions from curiosity to disgust.

The head of this school is something of a pioneer in having invited Michele to carry out a

'Teachers must not ignore the signs'

workshop with every one of the six classes in the infant school. Next time, she says, she would consider doing it in the nursery as well. "It went very well. I was very impressed. I would thoroughly recommend the programme and I think the children took a lot on board."

She was initially slightly nervous—as were some of the parents—but hers is a school where staff and home liaison is strong and, after having discussed it in detail, all decided that they wanted to invite Michele. The head has already had to go through a case of child sexual abuse with the family involved and says that she would never have forgiven herself if she had refused the programme and then had found out about more cases of abuse. Her feelings now, and that of her staff, is that they could tackle the subject themselves.

"Teachers don't need to be therapists," she says. "But they must not ignore the signs. And

they must know the channels to approach if they do have a case on their hands. Of course it is embarrassing, but there is no need to ignore it because you are embarrassed. In the first place you have to do is listen. It's not the teacher's function to spend all the time inviting confidences, but to be aware and sensitive to children."

She takes sexual abuse to baby-babbling years ago. "No one would believe that a doctor wife, says, would do it." This particular head of the work Michele does is extremely important and valuable and she is determined to carry it with it in her school. "We have got to educate parents and teachers about what is happening to children. And for the child, it is important that there is an adult who has talked about it and who they can go to if they need to."

My next visit was to a girls' comprehensive in central London where I watched Michele talking to 13-year-olds. She began by handing out a list of questions for them to answer which she would return to later. She then threw in a question: "What have you been told about strangers?" It was interesting that the girls interpreted the question in a purely personal way and poured out a catalogue of incidences—of being grabbed by strangers, of being threatened with knives, of being offered lifts in cars, of abusive phone calls. An amazing 75 per cent had been approached by men in cars and Michele confirmed later that this was quite a usual percentage in a class. The girl teacher was astounded, and even more so when she came out that only two girls had ever told their parents about any of these incidences.

With this age group, Michele bases the lesson on true stories that will communicate a point that she wishes to get over—never let a stranger in when you are alone in the house, always tell somebody about an unpleasant incident, never attack someone unless you are sure you can carry it through and remember that the element of surprise is all important.

Fifty per cent of the class said that they would not tell anyone if an uncle or relative made a pass at them "because they wouldn't believe me". Michele stresses to teachers and parents alike that children do not lie about sexual abuse: they should always be believed.

At the end of the hour, Michele returns to the questions she has handed out. The purpose of these is to find out about the pupils' perceptions of assault: that, for example, almost as many boys as girls are assaulted, that it is not always the girl's fault (contrary to most girls' opinion), that many assaults occur in the victim's or assailant's home as outside. A fruitful discussion began

interrupted by the bell, but one which the class teacher would not find difficult to follow up later.

As always, Michele stayed behind to talk to anyone who wanted to approach her. When she joined us in the staffroom, she had the usual harrowing tales. One of the girls had been propositioned by her new stepfather. She was now terrified to be alone with him and, for obvious reasons, could not tell her mother. Another had been storing up a string of sexual abuse that she had been subjected to at a bus-stop a couple of weeks ago. She had not been able to repeat the words to anyone before and was obviously needing to unburden herself. She was petrified the man would return.

Michele points out to the obviously stunned teacher that by telling true stories to her audience, she always lets loose a flood of pent up experiences. "If they will tell me, they will tell you," she points out. In an average day, seven to ten people will unburden themselves on her and she is now helping around 200 children in difficult situations. She will always try and find a trusted adult first to support the child but, if all else fails,

'The anxiety many teachers have... confidences they are unqualified to deal with'

will reluctantly turn to a social worker or other outside helper is the child is at risk.

The teacher expresses the anxiety that many teachers have: that to bring the subject up may invite confidences that they are totally unqualified to deal with. She feels more confident now even after having watched Michele once, but she would really like training to help her deal with such situations as might arise. And, she admits, she simply would not have believed what she had just witnessed in her class if she had not actually been present.

Michele corroborates this. She says that while it is usually the parents who are the instigators of her invitation into a school and the staff are initially suspicious and sceptical, they become firm allies once they have sat in on one of the workshops. Teachers really have two choices, she feels: to ignore the subject because they don't know how to deal with it or to bring it up and learn how to cope. She, obviously, wants to be the second "because there is such a terrific pressure on these children."

A woman police constable has also been an observer at this school on the same day as my visit. She is critical of the police attitude towards child sexual abuse and uses the police film *Don't go with a stranger* only because she has no other starting point when she goes into schools. But, she says, it does not mention the problem of sexual abuse and she often senses that the children she is talking to have much more to say than they want to tell her. There is a police working party on the subject at the moment and she hopes that something positive will come from it.

Because of her job, she is forced to look at any offence from the criminal side but, she says, she always puts the child first and tries to get the NSPCC or social workers involved. The police, she says, are usually unable to cope with the situation, partially because they have no training and partially because all too often a male copper feels helpless and outraged when confronted with a case of child sexual abuse.

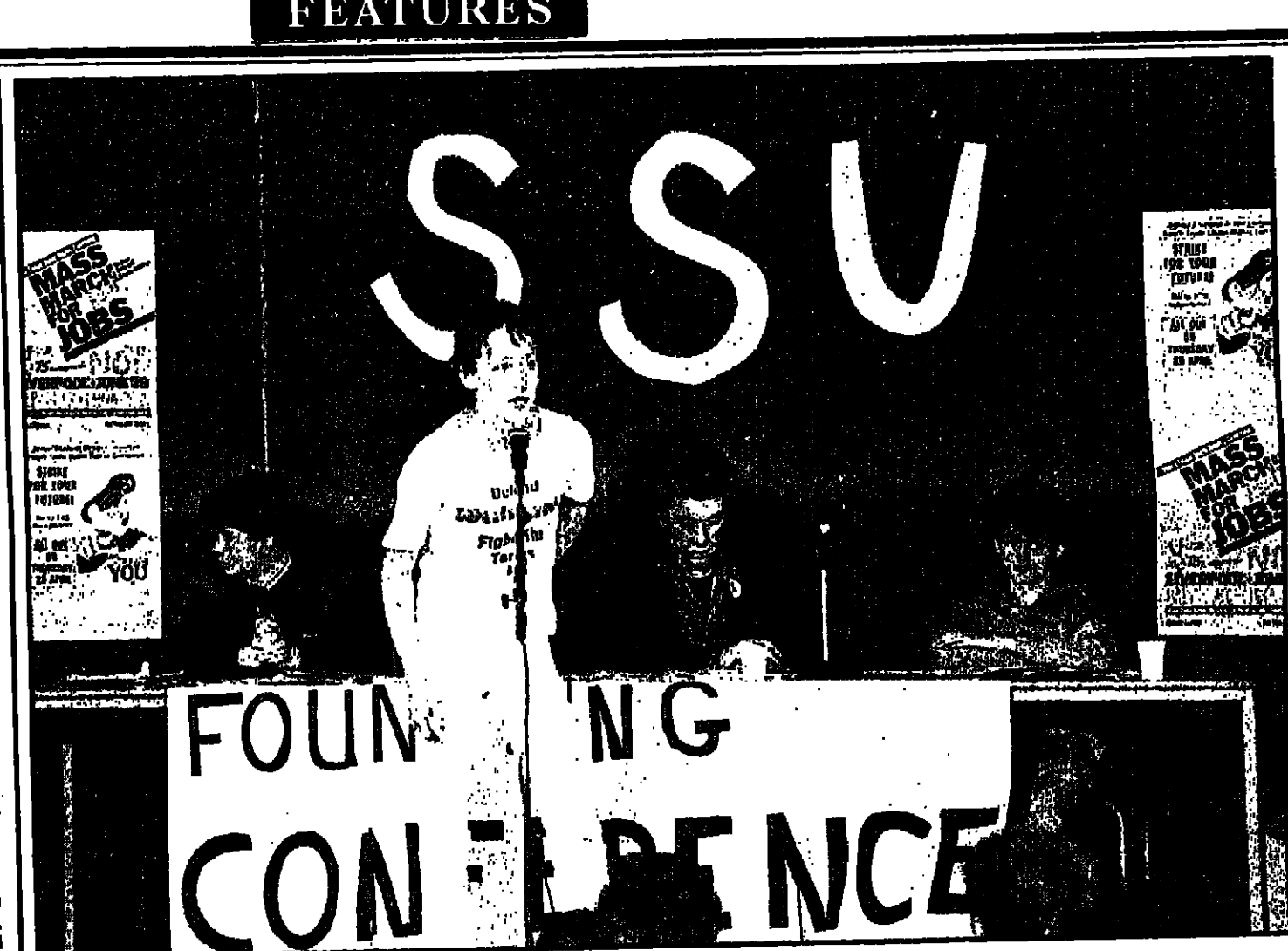
Michele can no longer deal with the school work that she is being asked to undertake. Nor is she funded in her work except for a small charitable grant that will just about cover her fares. She would like to see more funding and more training of others to take on the school workshops.

Jill Clay, ILEA's health education inspector, agrees. She has seen Michele's work: "I was extremely impressed by her sensitive approach and wholeheartedly approve. I felt that the children went away with knowledge that they could use."

She is now in the process of disseminating what she has seen through her health education team and several primary advisers. The ILEA recognises child abuse (and sexual abuse as part of it) and does have a video on the subject. But incest is a taboo word in London schools and very little is done at present on child abuse except through the education welfare service.

Jill Clay would approve of more preventive work and would now like to see sexual abuse becoming part of the integrated approach to health education that she believes in, with teachers receiving training on the subject. But, she stresses, staff and parents must work together. "There is no way you could run a course like this without parental participation."

Preventing Child Sexual Assault—a practical guide to talking with children by Michele Elliott, £2.20 from the author at the CAP Foundation, 30 Windsor Court, Moscow Road, London W2 4SN.



SSU FOUNDING CONFERENCE CLASS COMRADES

The school students union (above) emerging from last April's strike is not the only road to pupil power, Nick Baker finds

Too much wrangling between the Workers Revolutionary Party and the Young Socialists, a disappointed 14-year-old from Newcastle said after the recent founding conference of the School Students Union in Manchester.

"At our school, we want a wider approach," he said, but it seems unlikely that "a wider approach" is to be a feature of the new SSU. At that conference, there was very little discussion about what was happening in schools, apart from complaints about victimization of pupils who took part in the pupil strike in April. Resolutions on school uniform, corporal punishment and pupil governors were passed with almost perfunctory speed. The real bone of contention was the Government's Youth Training Scheme, as if prospects for further education or employment were literally nil.

This obsession with YTS stems from YTURC, the Militant Tendency-backed Youth Trade Union Rights Campaign which helped organize the strike and the SSU conference. YTURC and the Young Socialists (whose older members patronised the conference with steward armbands) are fiercely opposed to YTS as it stands and want trainees to get £55 for a 35-hour-week, with five weeks' paid holiday and a guaranteed job at the end.

But for the intervention of some pupils who supported the WRP, also accompanied by older "helpers", the resolutions on YTS would have been passed with the same speed as those thanking Militant for their support and calling for the sacking of Mr Ian McGregor, the Coal Board Chairman. But the WRP faction, who complained about attempts to exclude them from the meeting, pressed on with a "Smash YTS" resolution, with Young Socialist stewards attempting to quell WRP hecklers amid wrangles about who was and who was not a genuine school pupil.

Behind all this is Militant's desire to keep the SSU as its baby. The April strike, backed by "daffies" according to Neil Kinnoch, was hatched at the YS Easter conference.

Few of the meetings to elect delegates took place in schools "for fear of victimization". Thus, most if not all of the elected National Committee are YS members and many of those who addressed the conference added the fact that they were Militant supporters when they introduced themselves by name and school.

It is hard to reconcile the SSU's acknowledged links with Militant with its claim to be a "broad based" organization. David Sirockin, a member

of the SSU National Committee, said the union hopes to attract people from youth sections of other parties. "If they didn't agree with our demands, they could fight them from within," he said.

However, this desire to be broad based did not extend to an invitation to members of other parties' youth sections to come to the conference. Sirockin, a sixth former at Pinlloe School, in London, does not agree that "bread and butter" issues like uniform or school meals—the issues that might interest the average 13-year-old more than political ones—are "trivial". He sees younger pupils "learning to fight for their rights on a correct political stance" on such issues, in preparation for weightier matters.

A major problem the union has is ensuring continuity of leadership. Almost all of the 12-person National Committee elected at the conference are, like David Sirockin, approaching the end of their school careers, so the recruitment of younger members is crucial.

The youngest delegate at the conference was probably twelve-year-old Emma, from a middle school in Rochdale. Too young to be a Young Socialist, she was nevertheless elected to represent her region at one of the meetings set up by the local YS. She thought there was "a good chance of setting up a union at our school because we've got a lot of left wing teachers".

The union's perception of teachers needs some careful overhauling. They are mentioned in the literature either as comrades in the TUC whose pay claim is entirely to be supported, or as racist, fascist victimizers whose petty rules have to be fought. The unnamed NUT speaker on the SSU conference agenda was either put there optimistically, or got cold feet at the last moment. The organizers said he was a member of the Inner London Teachers Association who was "worried about speaking without official NUT backing".

In any event, no teacher was to be seen at the conference and Mike Loosley, general secretary of ILTA, said he was not aware of an invitation to ILTA to provide a speaker. According to Mr Loosley, ILTA gave support to the strike in terms of its position on YTS and backs school students' right to organize, but knew nothing about the conference.

The NUT never recognized the NUSS (the "old" school students' union which founded five years ago) because of its political backing, does not accept the need for a new pupils' union and dismisses the SSU's call for the disciplining of members of teachers' union who take action

against pupils for union activity as "nonsense". However, the NUT completely favours pupil participation through school councils, echoing one of the main recommendations of the Hargreaves Report, which finds that councils and committees are an effective way of involving pupils, providing the issues they tackle are not trivial, and which the ILEA is now trying to implement in all its schools.

Beverley Robinson, a fifth year pupil at Egerton Park Community High School in Manchester, chairs such a council, elected by pupils throughout the school. At the time of the strike, the council instructed her to look into it and to see whether they should get involved in the SSU. The decision looks like being "no", simply because most of the union's "school based" demands have already been achieved at the school, through pupil consultation and participation.

Egerton Park has no corporal punishment, the attitude to school uniform is "relaxed", and elected pupils attend governors' meetings as observers and can bring up matters of concern to pupils. Pupil involvement at the school has shown itself to be more than a gesture. Despite a ground rule that the council may not concern itself with matters connected with the curriculum, some years ago it succeeded, through the voicing of popular opinion, in achieving more choice for pupils in one area of the lower school curriculum. There has also been success more recently in providing more school buses and benches in the playground.

Suspicious of the political nature of the new SSU, Beverley feels that their insistence on the issue of YTS "would not be understood" by younger pupils. She advises pupils who do not have the level of participation enjoyed at Egerton Park to "form their own union, and when they've got a school council, and pupil governors, abolish the union."

Egerton Park's headteacher, Mr Frederick Elms, who encouraged pupil participation some ten years ago when he came to the school, would have no worries if SSU membership and the political debate about YTS did become an issue at council meetings. "In a sense, I'd welcome it. Council always needs a cause, otherwise it gets slack. I'd have no objection if it was a political cause, and in this school people wouldn't end up throwing bricks about it. Everyone here, including the governors, takes the council seriously. The more responsibility they have, the better they respond."

Frances Spalding on Naomi Mitchison at war

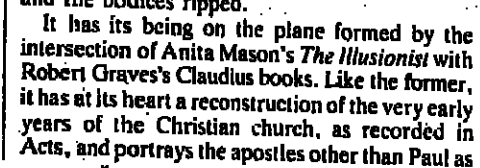


Nicholas Tucker on Antonia White as recalled by her daughter

There are reasons for this. It is harder for unhappy children to mature and leave their childhood pre-occupations behind for good, given they may still be waiting for the affection they never received. Their own children here can seem like envious rivals for the approval con-

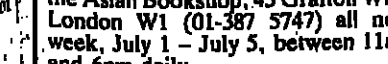
initially been sought from the rest of the world, and they may also never be forgiven for failing to provide the unqualified love and assurance parents sometimes requires from their children when they are born. It's not this for the rejected child who forgave all of this in later life, especially when the parent concerned has described their own youthful misery graphically in print yet still learned nothing from it. Such was the case with Antonia White, whose unforgettable autobiographical novel *Frail in May* has now been capped by the equally striking *Now to my mother*, a personal memoir by her daughter Susan Chitty. The end result is that Antonia White now joins Rebecca West and the mothers of Augustus Hare, Sylvia Plath and various other maternal disaster areas memorably enshrined in their children's writings. She does not lose by the comparison; although her figure was short and dumpy she looms witch-like over this account, piling on one

Keith McCulloch on early-Christian Anthony Burgess



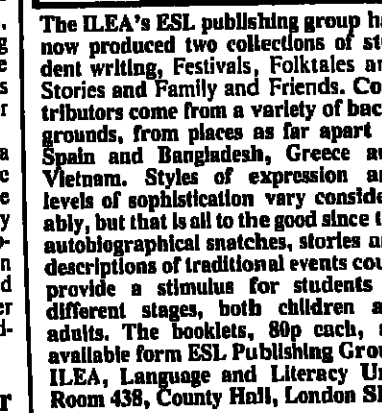
One thing that quickly becomes apparent is her witiness of self-deception. Her retreat to Carradale in 1939 marked an abrupt break with her life at River Court, the large Hammersmith house where she, as a celebrated novelist, and her husband had regularly entertained. At Carradale

the war news is at its bleakest, she never loses sight of her belief in social transformation, a communist system, a better world. She aspires to a community of feeling that rides above the personal. When a Free French soldier jumps up and embraces her after she gives him her hair Isle sweater, she points out: "that he mustn't think it was a tie, or that he was trying to get any rights over his mind or her body; that it was a token of solidarity and faith". But the soldier's reaction is understandable, says Nicholson's dedication, as revealed in this book: "not only rouses thought but invites a very warm respect."



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Definitions of success

The Penguin English Dictionary
Penguin £2.50, 0 14 051139 3
The Oxford Dictionary of Current English
Clarendon Press, Oxford £2.50, 0 19 281919 4

The national press has already described it as a war of words. Blood has already been spilt and accusations of unprofessional conduct have coloured the air in what is turning out to be one of publishing's set-piece battles of the year: the struggle to corner the market in cheap, quality dictionaries.

But as yet we have only seen the preliminary skirmishing. The real fight will take place in bookshops up and down the country this summer when the country's pre-eminent lexicographic publisher deserts the dreary spires of Academic and comes dramatically down-market to slug it out with the country's largest paperback imprint for the lucrative "back-to-school" sales.

The story so far. In April this year the trade press announced publication of a wholly new Penguin English Dictionary. It was to have 68,000 definitions which were coming straight from the massive computer wordbank of Penguin's sister company, Longman. Publication was to be at the end of June. There were to be displays in every bookshop and the whole 988-page dictionary was coming at the "genuinely mass-market" price of £2.50.

Round One to Penguin. Up at Oxford the grandees of the University Press swallowed hard and committed themselves to direct competition. Within weeks they let it be known that their new paperback dictionary, *The Oxford Dictionary of Current English*, would be in the shops by the middle of June. And its 70,000 definitions and 894 pages would also be available for just £2.50. Print run? Well, if Penguin were printing 100,000 (and Oxford found that out by the simple, if unorthodox expedient of phoning their printers) so would they.

Slightly miffed by all this, Penguin retaliated by advancing publication. Gazing Oxford by a full month, they rushed *The Penguin English Dictionary* and its specially-designed display racks into the shops by the second week in May. Thus they have had the impulse-buying market to themselves for a few key weeks. Now though—still in good time for that lucrative back-to-school business—the first copies of *The Oxford Dictionary of Current English* are reaching the bookshops... and for the first time critics and customers can make direct comparisons.

The Penguin dictionary, they will notice from a gold flash on its cover, is to be revised annually and a new edition produced every year. That could be a key advantage since nothing changes so fast as language. (As the dictionary itself demonstrates: the present 1985-86 version copes well

enough with gay but still believes that the adjective *swinging* means "lively and up to date - infml". A bit dodgy that; future editors might care to add an *obs* for obsolete.)

Turning to *The Oxford Dictionary of Current English* (true to its title it ignores *swinging* altogether) and reading the small print they may well be shocked to discover that it is not new at all. It is merely a paperback impression of the seventh edition of the hardback *Pocket Oxford Dictionary* (£4.95; reviewed in *The TES* on May 17 1983). The printing is fuzzier and the paper coarser, but the two are line-by-line identical. More than dodgy that; and an OUP explanation that the paperback had been doing so well abroad that it was "unfair not to let British readers have it" is best forgotten.

Comparing specimen entries in the two books, bookshop browsers will be struck by their broad similarity. Both favour the -ize ending for verbal forms (though placate the shires by introducing notes stressing that -ise is still acceptable). Both are also brand-minded with four-letter words - at the back-of-the-class-schoolboy test of any dictionary's range - although the Oxford definitions are rather fuller and the Penguin rather oddly balks at *wink*.

The chief differences lie in the style and presentation of the two books. While Oxford is prescriptive and traditionally magisterial, the Penguin goes in for succinct, computer-speak clarity.

Thus *lexicon* - the Oxford lexicographers give us "a dictionary esp. of Greek, Hebrew, Syriac, or Arabic; individual's or author's vocabulary" and an etymological note about the derivation of the word. Eschewing such historical irrelevances, the Penguin computer wordbank comes up with: "n. pl. lexica, lexicons 1 a dictionary, esp. of Greek, Latin, or Hebrew 2 the vocabulary of a language, individual, or subject." Both entries take up three-and-a-bit lines. But, crucially, Penguin's is very much clearer. Crumming 2,000 more definitions and all that etymological back-up into 96 fewer pages has meant that the Oxford is cramped (and seems even more cramped than Oxford dictionaries usually are). Its headwords lost in columns of close, grey text.

The Penguin is much easier reading with generous white space on every page. In the battle to get into the classroom that might well be its key advantage. It may lack the academic pedigree of the Oxford and have the occasional lacuna (in a month's regular use I have found it lacks *belonger* as well as *wink*... and now, I notice, even *lacuna* itself) but on the other hand it does have a Periodic Table of the Chemical Elements tucked away at the back. No school dictionary is ever without that.

Round Two to Penguin. Seconds away. Round Three!

Hugh David

All ends well

The Cornerstone and the Lymanite
Finlay J Macdonald.
Macdonald £7.95, 0 356 10427 3

This is Mr Macdonald's third book about his childhood in the Hebrides; to be precise, in Huma, which, he makes clear, though sharing an island with Lewis, is a country in its own right, and not only because of its sheep and its world-famous Huma tweed.

The young Finlay, now adolescent, wins (at his second attempt) a bursary to Tarbert High School. He enjoys Tarbert, where he lives with grandparents, but the school's report on his first term shows him bottom of his class. His father, a weaver who with education might have gone far, feels bitterly humiliated, and decides that unless Finlay reaches the first five by the end of the year his school days will end.

But the main interest in this book lies, not in Finlay's urges and activities (one only excepted), but in his encircling pen-pictures of Hebridean folk, landscapes, history and legend, and his description of the social changes taking place in the late 1930s: rising prosperity, bringing modernization of buildings, roads and communications, increased contact with the mainland, and through radio with the world; and inevitably, the intrusion of English into the native Gaelic speech.

In his Big Grandfather's home, Finlay first sees (not without embarrassment) a bathroom. In the holidays he resumes his partnership with Old Hector, at 56 living alone since his sister Maggie died. Him Finlay had previously induced - not without difficulty - to advertise in the local paper for "a woman used to craft life with a view to matrimony" (*ist*).

Consequently, Old Hector staggers from one emotional crisis to another. But all ends well; his advertisement brings him just the wife he needs. Cutlery, a nice, honest woman takes him to her heart, and cares for him probably better, and certainly more affectionately, than Maggie did. The book ends somewhere in the early years of the Second World War. (Mr Macdonald is sparing of dates.) A hundred Harris men have boarded a transport to the sound of Gaelic voices singing:

Gid is our refuge and strength
In straits a present aid...
The people of Harris were spared much privation, but not anxiety. The 51st Highland Division they men had joined was taken captive, soon after Dunkirk, and the "wee Lymanite" that paraded their shores crashed. Mr Macdonald's happy blend of grave and gay, of domestic detail and social history, makes his book attractive, not to say compulsive, reading.

H C Dent

PAPER BACKS

Penguin have reissued Alfred Döblin's classic modernist novel, *Berlin Alexanderplatz* (£4.95). Franz Biberkopf's odyssey through the decadent under-world of late Weimar Berlin is almost unequalled in its sense of the city itself as a living presence. Published in 1929, it assumed a prophetic political resonance. Channel 4 will screen Rainer Werner Fassbinder's 15-hour film adaptation in the autumn.

Newspaperman Efraim returns to Berlin amid the Cuban missile crisis in Alfred Andersch's *Efraim's Book* (Penguin, £3.95), ostensibly in search of his employer's illegitimate daughter. Past and present interweave in a fictional autobiography which engages the political and historical realities of his native Germany.

Lilo Besslein, heroine of Gisela Eisner's *Offside* (Virago, £3.95), has been likened to a contemporary Madame Bovary. Sinking deeper into despair at her meaningless bourgeois existence in affluent Germany, her increasingly desperate attempts to escape lead to an inevitable and emblematic tragedy.

A one-man tour d'horizon, also Levi's own phrase, gives a better account of what this book offers. The range of vision is wide. It takes in many more writers of the Hellenistic age, for

Mapwork

Atlas of Classical History. Edited by Richard J A Talbot.
Croom Helm £19.95, 0 70199 2421 6.
£10.95, 0 70199 2448 8.

Phidion's *Atlas of the Greek World* and *Atlas of the Roman World* are very fine books, large in format and containing masses of full-colour photographs of antiquities of every kind, and can be bought cheaply through bookclubs. In fact they have every virtue except the one their titles would lead one to expect: they are not atlases, and contain few maps.

It would be wrong to suggest that no good new classics books are being published these days; on the contrary, it is remarkable how publishers have kept faith with a subject whose regal mien is now regrettably that of a king over the water; not only do the university presses continue to print work of the highest standard, but Duckworth, the Bristol Classical Press and now Croom Helm are ensuring that Classics does not die for want of its staple sustenance. What has not been available for many years, though, is a good, straightforward classical atlas, such as can be issued as a textbook to pupils studying Classical Civilization at O level and Ancient History at A.

Croom Helm's *Atlas of Classical History* should do nicely. It is not an especially attractive book: considerations of economy forbade the use of colour in the maps, and the various forms of shading and cross-hatching which are employed as a substitute are not so easily taken in at a glance; some maps are rather crowded together, and names become different type-faces were available to distinguish between the significance of one kind of place-name and another; and in general battles do not come out very well.

However, all the maps one needs are there, and they are, on the whole, exactly what they ought to be, namely tools for determining where (to take one example) any given one of the subject states of the Athenian empire was, and enabling one to see how they were spread along the shores of the Aegean or what their strategic and/or mercantile significance was, or, again, how they were grouped for the purposes of tribute assessment and collection.

They cover the ground pretty thoroughly from *The Dioxes and Provinces of the Roman Empire* in AD 314, with a slight (and commendable) bias, perhaps, in favour of conventional military and political history, as represented in our documentary sources (the *Annals*, for example, gets a map to itself), although there are plenty illustrating such topics as *Trade in the Classical Greek World* and (a novelty to me) *Italian Towns with Alimentary Schemes*. Purists may not want any text at all, but in fact the text here (mostly the work of dons at Queen's University Belfast) is excellent: concise, sound and unpretentious.

Keith McCulloch

The roots and the branches

A History of Greek Literature. By Peter Levi.
Viking £14.95, 0 670 80100.

"To record the writings of the ancient Greeks, then to describe them, to offer short samples and to show what the writers were like." Peter Levi's survey turns out to be less self-effacing than this statement of intent suggests; also less dull. Detailed records and descriptions exist already, the most recent being the 1984 Cambridge History of Classical Literature. As for short samples, they will be as good as their translators are. One of the merits of Levi's book is the wide variety of translators quoted; from Pope to Walter Shewring for Homer, Yeats to Pound for Sophocles; Wordsworth, Heath-Stubbs, Mackail, Hobbes, and many more - not least, especially for the lyric poets, Levi himself.

For the reading of poetry, such historical knowledge usually matters less. The strength of this book, we may not be surprised to find, is in its treatment of poetry: the roots and the



Vase painting of flute player and maenad from a tragic chorus - an illustration from A Commentary on The Complete Greek Tragedies: Aeschylus by James C Hogan. University of Chicago Press £6.50, 0 226 34843 1. A hardback edition is to be published shortly at £21.25.

Tragic end

The Greek Sense of Tragedy. Tragedy Reviewed. By J Michael Walton.
Methuen £10.50, 0 416 36720 8.

In most areas of the Classics one can only be grateful that new books are being published at all while mere superstition deters one from staring too hard at the defects of those that are. Greek tragedy, though, is another country, and one which has long been colonized and exploited by non-classicists, whose insatiable appetite for their one (fortunately all-too-renewable) natural resource keeps them banging away at book after book. Mr Walton (a drama lecturer) is at least prepared to roll up his sleeves and get his hands dirty, and he does succeed in being pretty much up to date with recent specialist studies (no buskins and no beetling cliff of a stage for him), while avoiding too many obvious factual errors. We expect from him a fresh view of the subject and, within limits, that is what we get. An actor who does communicate emotion by gesture; in fact (a splendidly Panglossian touch, this) his mask soon becomes more expressive than his face ever was. Add to this the fact that the origin of

tragedy is to be looked for in the incident in the *Odyssey* (VII, 262ff.) where Democoon's singing to the lyre is accompanied by a dancing "chorus" of youths, and some rather trite remarks about the meaning of the Greek word *theatron* which are supposed to prove that Aristotle ought to have held *opsis* (spectacle) rather than plot to be the most important element in a tragedy, and one has the materials for a new assessment of the role of the chorus.

In the words of a scholiast on Aristophanes' *Clouds*, when we imagine that they are doing nothing, during the episodes, they in fact "dance the speech" which the actor is delivering, amplifying its content by re-expressing it in a stylized language of gesture, called by late authors *cheironomia*, and familiar to us today from the drama of Kerala and Java. This seems an attractive enough idea in the abstract, and cannot, perhaps, be proved to be mistaken, but as Mr Walton works it out in detail it betrays the sterility it owes to its essentially a priori origins. How infuriating, for example, to "prove", by a miracle of after-the-fact reasoning, that Aeschylus' *Suppliants* "must" be late.

K McC

When in Rome

ECCE ROMANI - A Latin Reading Course. Books 1-4 £1.45 each; Teacher's Notes, Books 1-4 £2.40 each; Roman Studies Handbook. By The Scottish Classics Group. Second edition. Oliver and Boyd.

This course first appeared just over a decade ago; now, after use in schools both sides of the Border, comes an extensive revision, four of the intended five coursebooks now being available. Its objectives are ones widely agreed appropriate for the contemporary curriculum, to achieve reading competence as rapidly as possible and a real exploration of Roman civilization.

Over two years, then, pupils read an extended historical novel, centred on the life of a senatorial family in Italy in the first century AD. The outline and most of the incidents of the original story are retained: the children of the family are discovered in their country villa where they play, get into scrapes and annoy the slaves. Father is summoned to Rome; the family travels, via a seedy inn. In Rome they see the sights, sample the amenities and witness the murkier sides of city life. The boys go to school; the older one comes of age; his sister marries; an uncle dies. One cannot help regretting that the revision did not attempt to recreate the psychological world of Roman children, to demonstrate a mentality that in part, at least, would seem alien and intriguing. While the tailor material to add, interpret and personalities of the younger children are to some extent brought out, the mind of the older boy, in particular, is sadly empty of thought. Perhaps those who write textbooks of this kind should co-opt a sympathetic children's novelist to their committees?

The stories have been improved, though, to remove a rather childish

tone from the earliest chapters; the illustrations, too, are now less juvenile, since every drawing and diagram has been replaced in a much more accomplished style. Nevertheless, the impact of this reconstruction of Roman life is uneven: whenever there is time to explore a topic in depth - the school, the dinner party - the attention is engaged, and the authors are good, too, on public entertainment in Rome. Much more could have been done, though, with the countryside, to evoke the warmth, light, sounds and sights of rural Italy.

The grammatical content of most of the chapters has been changed, both to take account of experience and to reduce the course from six books to five. The most drastic alterations have been made in the first book; new points of language enter at a far brisker pace than before, and sensible guidance on "building up the meaning" sentences is given early on. Each chapter contains several exercises to consolidate the reading material and vocabularies are now printed at the end of each book. The excellent books of Teachers' Notes, as well as providing a commentary on each chapter, give detailed and sensible guidance on a variety of classroom techniques. This year, too, the first computer programs for use with this course have been published. I am sure, though, that the authors will continue to offer the wise advice that no course package automatically ensures pupil progress; the class teacher must add, interpret and personalities of the individual. The *Roman Studies Handbook* provides bibliographies and lists of audiovisual material for the topics in the pupil's books; this could well be bought by teachers not using the Latin course.

Ian Pratt

Crammer

A Streamlined Latin Grammar and Workbook. By E A Slade.
John Murray £4.25, 0 7195 4150 6

This book is designed as a crammer revision course for the muddled fourth-year pupil who realizes that the fourth has almost gone too far for him/her and salvages a pass at O level. Dark hints in the preface about "modern courses not suiting everybody" suggest that Mr Slade is among the most useful to those preparing for the traditional Latin O level paper which contains English into Latin sentences and unseens from Caesar. It would be fair to say that the main emphasis throughout is on prose composition: the exercises which follow the explanation of grammatical rules are predominantly English into Latin (19 composition and 21 exercises in translation from Latin) and the explanations of grammar are always geared to composition. The subject matter of the sentences covered, is of the traditional sort which has struck boredom into millions - "After a cavalry battle more favourable to our side, Caesar led his troops back into camp."

The book is arranged in two parts: Part I is probably more valuable in that it covers the often half-learned basic case usages and indicative verb tenses. It would have been sensible to begin with a clear explanation of the implications of an inflected language. This is often omitted by teachers and is the root of much subsequent confusion. The explanation of rules veers between the simplistic ("personal pronouns are added to the end of the verb root") and the use of grammatical terms such as "noun clauses" which unfortunately many pupils do not understand and cannot apply in their own language. According to Mr Slade, "capere" belongs to the fifth conjugation which is a new one to me. Part II covers the main constructions required for O level.

A strongly motivated student may get to the end of this course but I'm inclined to agree with Mr Slade that, after this book, "almost any modern course book will be pleasant and easy".

Pam Michell

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This book satisfies a long felt need for an adequate Classical Atlas for the use of schools and students. Its maps illustrate all the major epochs of classical antiquity from the Minoan and Mycenaean Empires and the Trojan War to the fall of Rome. There are also maps of military campaigns, trade routes and the changing boundaries of empires and states, together with a facing page of text, with a summary of events portrayed on the map and a guide to further reading.
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David Braund

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Croom Helm, President House, Burrell Row, Bexham, Kent BR3 1AT.

Croom Helm

lingo

A policeman's lot

Mr G M Cook of Grangetown, Sunderland, has sent *lingo* some comments on the origin of the word *police* and the names of police ranks - perhaps a timely topic in view of the degree of scrutiny levelled at police activity in recent months.

As Mr Cook says, the origin is the Greek *polis*, a city, or, more accurately, the Greek derived noun *politeia* government, civil organization. This passed, via Latin *politia*, into Old French as *police*, civil administration, and thence into Scots English in the same sense. The Commissioners of Police for Scotland appointed by Queen Anne in 1714 administered not a body of men but the common weal. The OED quotes the *British Magazine* for 1763 as saying "from an aversion to the French... and something under the name of *police* being already established in Scotland, English prejudice will not soon be reconciled to it." Plus ça change...? The modern sense did not develop in England till the 19th century.

The same root gives English "polity", "polity" and "politics", as well as "metropolis", "cosmopolitan", etc. The police ranks "constable" and "sergeant" are examples of opposite semantic movement that linguists call respectively *pejoration* or *degeneration* and *amelioration*.

The Late Latin comes *stabilis*, court of the stable, became in Old French *constable* (French *comestable*) a grand officer of the crown, supreme head of the army. (Shakespeare's Constable of France in *Henry V*). O, what a fall was there, to bicycles and panda cars! Conversely, "sergeant" has its origin, in Late Latin *serviens*, servant. It was used in this generalized sense in Middle English and also to denote an attendant on a knight, apparently junior to a squire, and, a little later, a common soldier. Its legal use in the 14th century for "a servant of the court" led to an extreme instance of amelioration in the former dignity of "serjeant at law" and in the "sergeants at arms" of Parliament. The non-commissioned officer sense developed in English at the end of the 16th century.

"Superintendent" owes its origin to a Church Latin word for a priest with responsibility for other priests and the English word was sometimes used to avoid the term "bishop" in translating the New Testament *episkopos*. From this use the generalized sense of "over-seer" quickly developed.

W T McLeod



Man feeding seagulls, *Nice* - from David Bailey's Book of Photography (text by George Hughes) now available in paperback from Dent, £8.95.

State of the art

Cinema and Technology: Image, Sound, Colour. By Steve Neale.
BFI/Macmillan £20.00, 0 333 30122 6, £5.95, 30123 4.

The Great British Picture Show. By George Perry.
Pavilion Books/Michael Joseph £12.95, 0 907516 65 3.

The Once and Future Film. By John Walker.
Methuen £11.95, 0 413 53540 1, £5.95, 53550 9.

Cinema and States: the Film Industry and the British Government, 1927-1984. By Margaret Dickinson and Sarah Street.
BFI £16.00, 0 85170 160 4, £8.95, 161 2.

Steve Neale's excellent little book, one of a series published by the British Film Institute, surveys the history of three crucial areas of film technology in relation to the industry and the aesthetics of cinema. It is precisely because film is conditional on particular technologies and because it has developed in the context of a popular entertainment industry, that its status as an art form has been challenged, and (begging that question) in no other English word has been so deeply and so rapidly altered by technical innovations.

Neale starts by examining the 19th century search to fix the image of the real world through photography and the dream that reality might be cap-

tured and preserved when movement, colour and sound could be added to the image. This has led to two contradictory impulses: to develop the necessary technologies and to manipulate them to make the results more satisfying. Sound is as much subject to editing as image; colour, from the start, was praised both for its "realism" and for its "artistic" qualities (rivalling the effect of an old master painting). In fact, the attempt to seize reality has led only to a revised definition of the term and a realization that, whatever it is, it lies beyond the grasp of film.

He also takes account of the financial and other pressures on the cinema industry which have had repercussions on film technology. The history of the British industry and its product is the subject of George Perry's comprehensive and well-illustrated book. About a sixth of it is devoted to brief biographies of figures in British cinema and the attempt to balance information with insight, to put the raw facts into perspective, means that comment on the films themselves tends to be reduced to plot summaries or encapsulated criticism ("an extravaganza of melodramatic production", "baroque symbolism", etc). This can make for tiresome reading.

Perry takes the story up to the present. John Walker starts it in 1970. His contribution to British Film Year gives the impression of having been rapidly put together for the occasion:

he has done the research, interviewed directors, producers and actors, and then either decided to let the material speak for itself, or had too little time to digest it. Most chapters consist of paragraph after paragraph of quotation in which various luminaries from the British film world ramble on, at times contradicting each other and occasionally themselves, to give their opinion of the present and future state of the industry. Walker's comments attempt, without success, to make a coherent story from these outpourings, some of them embarrassing to see in cold print.

Cinema and States is a considerably more valuable survey of one aspect of the British film industry from the 1927 Films Act establishing the quota system, to the abolition of the Eady Levy and the National Film Finance Corporation in the 1984 White Paper, to conclude that "the withdrawal of state support will leave the industry exposed to market forces almost as much as it was 60 years ago" and that "against these odds British film production may finally lose its protracted but tenacious struggle for survival". On the whole, this is a sad story, confirming the indecision of British governments over the whole question of aid to the arts and to industry. It has greater relevance for British Film Year than many more pretentious efforts to assess the state of cinema in this country.

Robin Buss

Kenny Mathieson

The appetite of the ox

The Ancient Economy (revised edition). By M I Finley. The Hogarth Press £4.95. 0 7012 0625 X.
The Government of the Roman Empire. By Barbara Levick. Croom Helm £19.95. 0 7099 1622 1. £9.95. 1668 X.
The Roman Emperors. By Michael Grant. Weidenfeld & Nicolson £14.95. 0 297 78555 9.

Towns in the ancient world (and later) grew up beside rivers: people need water, obviously. Not quite so obvious are the overwhelming advantages of transport by water rather than by land, spell out by Dio Chrysostom in *Prætorica*, which shows that shipment of grain from Egypt to Portugal (say) would cost less than haulage by land for 75 miles.

Many books tell us this: Finley succinctly tells us why. Land transport had to use the ox, the mule, or the donkey: "all three are slow and hungry". This remark leads up to an economic generalization: "towns could not safely outgrow the food production of their own immediate hinterlands unless they had direct access to waterways".

Finley's model of the ancient economy has commanded attentive study, and from most readers assent, since its

first appearance in 1973. Its cogency depends on his wide-ranging familiarity with modern economic and sociological ideas and practice, as well as with ancient sources of every kind, from Mycenaean to Byzantium. Its persuasiveness for the non-specialist depends on his constant reference to irrefutable but forgettable facts such as the appetite of the ox.

"Facts" include details of imaginative literature, more relevant often than the direct discussion of economic issues by contemporary theorists who express an ideology: "Trimalchio was a more authentic spokesman than Plato". Trimalchio is cited beside Odysseus and Augustus as an amasser and a calculator of wealth. With all their differences of milieu and status, these three adventurers share the same attitude to wealth. It was something to be acquired, in the forms of cash, land, and slaves, something to be accumulated, and at the right moment given away to the right people. It was not customarily seen as capital for investment.

The concept of systematic investment was not the only instrument of economic policy which can seem axiomatic today though lacking in ancient times. Finley points out that neither Greek nor Latin has any word meaning labour or demand or circulation in the abstract sense used by economists – or even any names for the

individuals who handle money in specialised professions, *brokers* or *estate agents*, for instance. The model of the ancient world which Finley presents is not a market economy at all.

This is why Finley's book often makes disconcerting reading, when we like to be able to see similarities between the ancient world and our own. Finley finds the parallel between the Pompeian "Building of Eumachia" and the Cloth Halls of later European cities "desperately pathetic", and teachers who have kindled excitement in school parties standing in the Piazza delle Corporazioni at Ostia may be dismayed to read that this "typically exuberant archaeological name" has been attached to "a building of uncertain function, that was at most a commercial office building with cell-like rooms".

This doubt comes in a long chapter called "Further Thoughts", which Finley has added for this second edition. It takes some account of the huge volume of work that has been done in the last 11 years on the main topics of the book: social classes, slavery, production, credit, and the profits of war. This is not an enumeration of new references or additional statistics. Finley is scathing about historians who erect imaginary systems on a few isolated items of evidence; a very different matter from the appetite of the ox. This new chapter provides

valuable guidance in the difficult terrain of recent economic studies, not least on the methodology of the "conceptual model" derived from Max Weber.

Barbara Levick's *Sourcebook on the Roman Empire* contains an astonishing wealth of material in its 228 pages. It is more specific, but often wider in range and more coherently presented than the now familiar Lewis and Reinhold. Epigraphic material published since 1955 (eg on theatrical contests at Aphrodisias) is included for its interest and relevance, not because it is new. The Aphrodisias passage occurs in a chapter called "Failings", on weaknesses in the imperial system which offered scope for official rapacity, callousness, and fraud. Other chapters have themes such as communications, finance, public security; but others again, abstract titles like "Assimilation" or "Resistance": the compilation from sources often begins to look like a conceptual model.

The *Roman Emperors* is a series of 92 short biographies, constantly using evidence from coins and from official portraiture to counteract the often hostile literary accounts. The apparatus of maps, glossary, and indexing is as lucid and attractive as we should expect from Michael Grant; and his own writing has lost none of its fluency and sparkle.

Elsabeth Henry

Epitaphs

Augustus to Nero: A Sourcebook of Roman History, 31BC-AD68. By David C. Braund. Croom Helm £17.95. 0 7099 0620 1. £9.95. 0 7099 3206 5.

The study of ancient history is flourishing as never before; the incompleteness of the data makes it ideal testing-ground for methodological experimentation; so potent an allure this, indeed, that the reader of the book will scarcely need Mr Braund's warning that "there is no 'objective truth'" in history.

The value of his collection of sources for the Julio-Claudian era resides in the overlapping of two trends: on the one hand, ancient historians are no longer required to know Greek and Latin; on the other, historians of all periods are exhorting their pupils to go back to the sources themselves. Tacitus and Suetonius are available in Penguin translations; other literary sources (Seneca, Josephus and Strabo, for example) need to be excerpted, as they are here, to be of much use.

It is the inscriptions, coins and papyri, though, which are really inaccessible to non-specialists, at least in translation. Many like the Lycaean tablet recording a speech of Claudius to the Senate, the diffuse and pedantic style of which was tightened up by Tacitus *Annals*, 11, 23-5, are nearly familiar, but none the worse for that. Of the many dealing with the imperial cult in the further-flung provinces, however, it can fairly be said that a few go a long way, while the epitaphs which make up the bulk of the sections entitled *Senators and Equites* (the others are *The Imperial Family*, *The Imperial Household*, *The Armed Forces*, *The Imperial Administration*, *Kings, Cities and Towns*, and *Society and Economy*) offer a ready-made answer to the sceptic who asks why today's historians should be so eager to use them as evidence primarily for facts of a second-order nature, so to say, as Mr Braund does, that their "very bonhomie is an indication of ancient ideology".

K McC

Effective machete

Homeric Dictionary. By Georg Antonietti. Duckworth £5.95. 0 7156 1773 7. Routledge Pocket Dictionaries: Greek. Compiled by Paul Nafanilli. Routledge £7.50. 0 7100 0625 X.

If any youth or maiden decides by some extraordinary dispensation of providence to pursue Greek to A level in such times as these, there must be a strong *prima facie* case for making his or her introduction to the glories of the first and greatest of poets one's first priority. He does seem difficult at first, though, with his 9,000-word vocabulary, his *hapax legomena* and his weird and multiple dialectal forms. Until one has hacked one's way through the jungle of a couple of books, one will never reach the high plateau.

Antonietti's *Homeric Dictionary* is the machete a young person requires. It only contains Homeric words, and the usual dictionary form of a word is not found in Homer, then the first form to occur is printed in black type (incidentally providing illustrations of every article of Homer's formulae method of composition). More useful still (and by no means pedantically) is the list of words which are not found in Homer, and which are so hard to refer to the principal parts of verbs one has learnt for O level, are recorded separately, with directions to the appropriate main article.

Travellers in space rather than time will find Routledge's new pocket Greek dictionary, strictly demotic, but still closer to Homer than one would imagine possible, and equipped with a list of irregular principal parts which also look oddly familiar, equally useful.

K McC

ARTS

Willy and Alan, Jules and Glen

Michael Church reports on theatre in Liverpool

Move over Shakespeare, move over Ayckbourn: the new king of the subsidised theatre is Willy Russell, with 239,000 people paying to see his plays in Britain during the past year. If television were taken into account, Russell's colleague Alan Bleasdale would be there alongside him: the local sources (Seneca, Josephus and Strabo, for example) need to be excerpted, as they are here, to be of much use.

It is the inscriptions, coins and papyri, though, which are really inaccessible to non-specialists, at least in translation. Many like the Lycaean tablet recording a speech of Claudius to the Senate, the diffuse and pedantic style of which was tightened up by Tacitus *Annals*, 11, 23-5, are nearly familiar, but none the worse for that. Of the many dealing with the imperial cult in the further-flung provinces, however, it can fairly be said that a few go a long way, while the epitaphs which make up the bulk of the sections entitled *Senators and Equites* (the others are *The Imperial Family*, *The Imperial Household*, *The Armed Forces*, *The Imperial Administration*, *Kings, Cities and Towns*, and *Society and Economy*) offer a ready-made answer to the sceptic who asks why today's historians should be so eager to use them as evidence primarily for facts of a second-order nature, so to say, as Mr Braund does, that their "very bonhomie is an indication of ancient ideology".

Jules Wright, co-director of the Women's Playhouse Trust, has not yet unveiled her plans in detail, but after three months in the saddle she is clear about her basic objectives: while in no way alienating the existing working-class audience, she wants to woo back the middle-class audience who currently prefer to take their pleasures 35 miles away at that neighbouring centre of excellence the Manchester Royal Exchange.

"My first idea was to open with *The Three Sisters*, but after two months I thought, 'forget it! I can't afford to lose the audience I've got.' The mixture of new plays and modern classics she is now brewing up will be notable, she promises, for its sheer quality, for "the rigour with which it is staged". And Chekhov will, she hopes, be in there somewhere.

Energetic and forceful, she sees her

task as similar to that of Philip Prowse and Giles Havergal in Glasgow. "The theatre played a very important part in the turn-around in that city, building up its pride. These weeks after the Brussels disaster have been very painful for people to work through here, but there's a toughness, a creative urgency in Liverpool unparalleled anywhere else." And in this sense the Bleasdale/Russell cult is behind her: whereas for earlier generations of aspirants playing football or playing the guitar were gateways to success, now the key is writing plays. Ms Wright has already established a strong youth policy, with regular writers' workshops, visits from major playwrights, and a young writers' festival projected for next year.

One thing she does not plan to do is dutifully put on set plays for O and A level audiences. "I can only do what I feel fired by – and anyway, school parties paying £1 a head don't do me. Name me one theatre that was ever saved by doing set plays that week: Paul Kember's *Not Quite Jerusalem*, a comedy about young Britons abroad.

Meanwhile, up the road at the Everyman Theatre (whence Bleasdale, Russell, and numerous other stars originally hailed), artistic director Glen Walford too is talking bullishly about the future – and with some aggression about what the local audience do and don't want. "They don't want to see three men in a tower block whining about the nature of existence – they want their spirits kept up. It's the middle classes who want to watch plays about the poor."

She is all for vigour and glitter, and music whenever possible. Recent productions of which she is proud include zippy and inventive reworkings of *Molière* and a punk version of *The Threepeny Opera*, which played over six weeks to 88 per cent houses. Shakespeare is there to be taken liberties with, the interests of accessibility. The compendious set at pro-

Television

Signs in the system

June 16 was the ninth anniversary of the riots in Soweto. Last Summer in *Horley Street* (Channel 4, June 16) and *Malds and Madams* (Channel 4, June 22) examined different aspects of the insanity of apartheid. The first was a documentary about the eviction of Cape Coloured families from their home in an area re-designated for whites only and allowed this case to stand for many others. The desolation of the housing estate to which Letitia and her family had been moved made a clear general statement about conditions in South Africa, but the focus was on the plight of this one family and not until the final caption, recording a white resident's comment that the eviction of coloured families from "District Six" was not her concern, was the viewer asked directly to see the events in a wider context. "It's a shame to be coloured today, you are forced into things you don't want to be... to go... Letitia's misery needed no further commentary."

Mira Hamermesh's documentary gave a more generalised picture of a fundamentally irrational system. Examining the relationship between white "madams" and black "maids", with a sidelong reference to the fact of the white woman's position in a male-dominated society, it uncovered a number of paradoxes. Even liberal South Africans find that, however unwillingly, they are supporting the

South Africans are nurtured by black women, who lavish on them the love they cannot give to their own children, and despite recognition of the maids' tenderness towards their charges, apartheid is perpetuated by those who have formed their earliest bonds across the divide of race. The final paradox, perhaps, is that this may be a sign of hope, since it suggests that the social imperatives of the system override those of individual psychology, and that, consequently, if the system can be changed, so too can some of the racist feelings enshrined in it.

It was hard to believe that the interview between the white "madam" and her coloured maid had not been scripted, so clearly did it dramatize the inhumanity of the relationship. In fact, as Mira Hamermesh assured me in the preview of her film, while both participants were inevitably aware of the presence of the camera, the scene was in no way rehearsed or contrived. At times, a single phrase can sum up a whole attitude of a whole society or a whole generation. Although the genre chosen by David Hodgson for *Letters from a Bomber Pilot* (ITV, June 18) was a documentary-drama rather than a strict documentary, the quotations from his brother's letters were genuine enough. "Most of us seem to look upon the whole thing as a sort of game – 'foxing Jerry' – and you'd be surprised to know the extent to which we can do it." The Hun does the same

over here, only he doesn't look upon it as a game as much as we do". Bob Hodgson's Wellington was shot down over Holland, and all its crew lost, in March 1943.

The war years attract a disturbing and sometimes prurient nostalgia in the British cinema and on television: a combination of danger, social disorientation and supposedly innocent sexuality. Hodgson avoided nostalgia and told his brother's story without sentimentality: we were reminded that this likeable young man had been knowingly responsible for bombing civilian targets despite his indignation at the atrocities committed by the Hun.

The Beyond featured strongly during the week, with an Australian report on reincarnation (ITV, June 16) presenting that its evidence with such partiality that it inspired total scepticism, and life after death on the new *Jimmy Young Television Show* (ITV, June 23). Back on this side of the Veil, *Visions* (Channel 4, June 19) was forced to abandon plans for a documentary on sex and violence in the Brazilian cinema and instead reported its report from "Zimbabwe, Mozambique and Madagascar", showing the limitations imposed by the colonial inheritance on cinema in those countries.

Robin Buss

Midsummer shower

Figaro. A new adaptation by Tony Britten and Nick Broadway. Ambassadors Theatre.
A Midsummer Night's Dream. By William Shakespeare. Open Air Theatre, Regent's Park.

June, the height of summer: enter vandals. Indoors they murder Mozart, in the park, Shakespeare. "What ways of making you laugh." *The Marriage of Figaro* has 13 characters plus chorus: cut them to six at a quartet. Singers we don't need. Up-date Da Ponte's book to the Sixties and add the common touch. Of course we'll keep the best tunes, silly, never heard of *Amadeus*? Academy Awards? Money? Two hours long and a load of laughs, it has to succeed, and in its crude way it does. But, neither opera nor play, who is it for? Why pay to see a masterpiece mangled?

Toby Robertson's misdirection of *A Midsummer Night's Dream* prompts the same question. Apparently he thinks it a "palpable gross play" to be tricked out with low comic business, loonish ad-libbing, heavy-handed repetition. Where poetry intrudes it must be sent up: syncope that First Fairy's speech, turn a lover's protestations into cod-Baroque opera. Hermia "was a vixen when she went to school", just the girl to kick Demetrius in the crotch for a big laugh. Shakespeare's important and delicate change of mood at the end of Act 3 Scene 1 introduces images of water, moon, tears and silence. Robertson crowns it with Ya-Ya-Ya yelled to Graeco-Turkish cacophonies.

At present even the Arts Council are smiling on the Everyman, and citing it as an example of shoestring resourcefulness. Ms Walford is tired of extracting devotion from talented folk for peanuts, but she is pressing on with ever more ambitious plans. Many of these involve adolescents, many of whom are on the dole: there is a woman's group and a youth group which both meet nightly, and the latter has been on an invited tour of Ulster. Some of the backstage staff are on placements from further education colleges: Ms Walford's experience as founder and first leader of the Bubble Theatre company underpins her approach to education.

Her most distant dream is a 40-strong resident company of actor-singer-writer-directors who can mount a regular schedule of main and touring shows, and who can in addition pass on their skills to others. But that will depend, like so much else, on what support Merseyside county council can provide. And that depends...

She stoops to conquer it, in its very different way. Just as hard to sabotage by perverse casting, and the National Theatre production has in Dora Bryan (as Mrs Hardcastle) a cast-in-guarantee of success: she has in recent months turned her part into an even more hilarious display than it was when she opened in it a year ago. Michael

Sounds redolent of sultry nights in warm climes tempted Providence. It rained four times. Raincoats went on, umbrellas shot up, programmes covered bare heads. Ever optimistic, the actors played on and we sat soaking. In the middle of the rustics' rehearsal play was abandoned. "Please shelter in the bar area", boomed the loudspeakers. We drank mulled wine to get warm. Called back, the play resumed. What though every player acted big, shouting misremembered lines as if bellowing across the prairie?

By now a comradely spirit united players and public. Poor Helena slithering over the stage, slipping off that stupid ramp; clever Hermia and Bottom pointing "Belike for want of rain" and "I will move some". Further showers increased our shared stoicism which held firm through a deluge flooding Act 5. Coward souls fled before Puck's envoi but most of us stayed to applaud and be applauded. Wet through, cold, bedraggled in the dripping dark, two trials remained: hunt the exit and find the Fiat in locked-up Regent's Park.

Such midsummer misadventures need not deter Open Air theatregoers. "75 per cent of all performances are played in fine weather... only 7 per cent lost in 20 years". The current *Twelfth Night* has John Moffatt's marvellous Malvolio. Anouilh's *Ring Round The Moon* follows. The OAT is a popular and exciting venue for school parties to whom, understandably, the offer "if rain stops play altogether, come back to the performance of your choice" does not apply.

John James

Changing places

Cast changes turn the spotlight on an important but often undervalued art: the current version of *Guns and Dolls* at the Prince of Wales Theatre combines a brilliant hit with an equally startling miss. It's strange – and anachronistic – to find a black actor raising an arched eyebrow which is not at all playing Sky Masterson, boss of the mafia, and who can in addition pass on their skills to others. But that will depend, like so much else, on what support Merseyside county council can provide. And that depends...

She stoops to conquer it, in its very different way. Just as hard to sabotage by perverse casting, and the National Theatre production has in Dora Bryan (as Mrs Hardcastle) a cast-in-guarantee of success: she has in recent months turned her part into an even more hilarious display than it was when she opened in it a year ago. Michael

Bryant is now Mr Hardcastle, intelligent, sympathetic, but lacking in the gravitas which the role demands. Andrew C Wadsworth is an improvement as Tony Lumpkin, capable of raising a laugh with a mere look, but he lacks an urbane air which is not at all what the part – or even the name – requires. This role was better done by the pupil at Lord Williams's School, Thame, whose performance I praised in these columns last December, and at that school, too, the crucial towns-versus-country opposition was better realized than it is at the National.

MC

Next week

Pierre Watter on some new textbooks about Russian history; Shena Mackay on Tennessee Williams

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BFI Film Institute

Warp and weft

How the Greeks and Romans made Cloth. Cambridge University Press. Pupil's Book £2.95. 0 521 28697 2. Teacher's Book £2.00. 28698 0.

The Cambridge School Classics Project has regularly challenged old assumptions about what aspects of the Graeco-Roman world can provide stimulating and worthwhile educational activity. This new study, intended for pupils aged 13-16, is as inventive as any predecessor. An attractive booklet, in an appropriately Tyrian cover, offers clear and simple translations from Classical authors, with plentiful photographs and diagrams. It is striking how a variety of written sources is coordinated: Homer, Ovid and other poets, Pliny's *Natural History*, inscriptions and papyri.

By these means pupils are conducted through an account of ancient technology – spinning, dyeing and weaving – and socio-economic themes that develop out of it: aspects of Greek and Roman home life, attitudes to skilled crafts, Roman mass-production, imperial prices and wages edicts. It is shown how this fundamentally important activity features in religion and mythology. There is a brief but authoritative guide to Greek and Roman dress.

The intention is, though, that pupils should do far more on the practical side than just experiment with drapery. There are detailed instructions for recreating all the stages of cloth production in the classroom. Stick, drawing pin and potato make a spinning wheel, wooden chairs, dowelling and string are the basis of a working model loom. No shellfish available? Onion skins and slum will supply a dye.

A *Teacher's Handbook*, though vilely produced, contains invaluable notes on the aims and objectives of the topic, teaching methods, and study material. It is encouraging to see that a study based on this book, has been included in GCSE exam proposals: none the less, it is quite clear that this material has been designed to be completely flexible in use, whether on its own or combined with other sources, and in a variety of situations.

Ian Pratt

Ancient Greece, by Dorothy and John Morrison, is a new title in Oliver and Boyd's *Exploring History* series (£1.80) in which the chief elements of civil, military and intellectual life are attempted rendered intelligible to 11-year-olds. The 11-year-olds would have to be very well motivated, and their teachers extremely good.

MC



"Crises and Purification. Orestes flees for protection from the Furies to the *amphalos*. In fear that Pythia runs out of the *adyton*, dropping the key to the temple. But Artemis and Apollo ward off the flying Fury" (South Italian vase c370BC) – an illustration from *Greek Religion and Society*, a collection of essays edited by P E Easterling and J V Muir. Cambridge University Press £22.50. 0 521 24552 4. £7.95. 28785 5.

The artefacts cannot lie

The Spartans. By L F Fitzhugh. Thames and Hudson £4.95. 0 500 2364 2.
Herculaneum: Italy's Buried Treasure. By Joseph Jay Deas. Thames and Hudson £15. 0 500 05044 9.

The events of ancient history – that of Sparta, for example, in the years when the "Lycurgan Revolution" is supposed to have been taking place – are as concrete as today's. The fact that our evidence for them is partial does not mean that we have to leave them out of the reckoning altogether, and to declare that ancient history is no more than a logical construction out of its sources. It does mean that we have to be sceptical, and to recognize that the hypotheses we frame are bound to be falsely schematic, secondly that they may remain simply false even if the data we possess cannot falsify them, and thirdly that our documentary evidence may in any case be a pack of lies.

Life in Sparta in the fifth century BC seems to have corresponded roughly to the ground rules laid down in Xenophon's *Constitution of the Lacedaemonians* and in the so-called *Great Rhetra* preserved in Plutarch's *Life of Lycurgus*, whereas archaeological evidence and the papyrus fragments of Alcman show that a gay and carefree aristocratic culture flourished there in the seventh. The assumption has con-

sequently been made that Sparta's victory in the Second Messenian War in 620, consolidated as it was by the enslavement of the Messenians and alienation of their land, enforced on her the necessity of adopting *de novo* a totalitarian, militaristic constitution. The world of Alcman was (contrary to the latest chronology) succeeded by that of Tyrtaeus.

Mr Fitzhugh takes a fresh look at the evidence, on the reasonable assumption that, while documents may be vitiated by every kind of distortion, the artefacts – which have in the past been interpreted tendentiously, so as to make it appear that the quality of Spartan arts and crafts took a nosedive in the years following 620BC – cannot lie. He concludes that there is in fact a continuous tradition of high-quality work in pottery, bronze, stone and ivory through to the end of the archaic period (c480BC), that the common Messian and other paraphernalia of the Spartan *agoge* were probably ur-Dorian, and that the Great Rhetra is a forgery designed to give a "respectable cloak of antiquity" to the hostile values which, called into being by the Second Messenian War, were beginning to eclipse those of the now-redundant aristocrats, whose commissions, nevertheless, were even now kept Alcman in soup.

Sparta had some public buildings worthy of comparison with Athens', but their stones long ago yielded to the limeburners' appetite for marble.

Rome's "swinging" seaside resort of Herculaneum, by contrast, once accessible only via the honeycomb of unsafe tunnels dug on the orders of the Prince d'Elbeuf and Charles III of Naples to loot the site of its statuary, wall-paintings and marble, is being freed year by year of its clinging matrix of volcanic debris by the Italian government, as funds and land in the modern town of Resina become available. Mr Deas's book contains a comprehensive portfolio of photographs and descriptions of the building and works of art of Herculaneum, the considerable interest of which is almost, but not quite, cancelled out by a style which – especially when it coyly slides up to the more pornographic exhibits – cannot fail to set the teeth on edge.

Kelth McCulloch

The Greek Way of Death by Robert Garland (Duckworth £19.50) describes the extensive and elaborate funerary ritual performed by the Greeks from the time of Homer to the 4th century BC. It suggests that death was seen by the Greeks as a process which required strenuous efforts on the part of the living to achieve a full transfer for the dead to the next world. Procopius by Averil Cameron (Duckworth £29.50) is a new evaluation of this important Greek historian, whose works are still regarded as primary source material for the study of the sixth century.

Death was dawdling over breakfast in the National Theatre canteen. Puccini (alias actor Stephen MacDonald) observed that as the latter was in at the beginning, middle and end, there seemed to be no rush for rehearsal. The *Duchess of Malfi* company was due to take the Lyttelton stage that day for the first time with less than a month to go to the first night. Actors tend to cross their metaphorical fingers when speculating about how a production is going at this point - and no wonder. Perhaps this time there was more reason than usual, both for hopes of great things and for the nervous excitement that attends a new venture.

The *Duchess of Malfi* is the first production to be mounted by the McKellen / Petherbridge group at the National, the first time actors have had administrative authority over a company there. Their chosen director, Philip Prowse, ex Glasgow Citizens, is by all accounts given to large visions: "epic" and "operatic" are words which crop up in conversation with Mr MacDonald. An admirer, he has worked with Prowse four times within 18 months, but admits that some members of the company have found his methods unusual. Philip Prowse is given, he says, to huge visual images and "we limp along after, making sense of our own characters as best we can. He is more brilliantly aware of the whole play than you submerged in your part". Mr Prowse is also the designer. Stephen MacDonald describes Puccini as "one of the goodies, one of the white elements in a very dark and red play". Visual and intellectual, design and characterization have thus become part of a whole. MacDonald goes on to talk about the interpretation as he sees it. The importance of ritual is emphasized in the early scenes so that people are formal to the point of grotesquerie,



Ian McKellen and Edward Petherbridge's NT group

Out of court

Heather Neill previews the NT's forthcoming production of 'The Duchess of Malfi'

"like huge puppets". Then comes the wooing scene - justifiably described by him as "one of the most exquisitely poignant outside Shakespeare". The *Duchess*, played by Eleanor Bron, expresses her love for her steward (Greg Hicks) and the world changes; the seeds of destruction are sown. Personally admirable, courageous in death, honest and affectionate, the *Duchess* is nevertheless culpable according to the unwritten rules of the time: she has upset the order of her world and must suffer the consequences. Tragedy is inevitable.

Stephen MacDonald knows something of Philip Prowse's style. "We are promised," he says, "one of Philip's coups de theatre. They usually land on my head, so I'm staying in the middle of the stage." One gets the impression of a jokiness while people attempt (and probably achieve) the impossible in response to the director's vision. MacDonald is almost superstitious in his caution as to the final effect, but he does risk describing Ian McKellen (Bosola) as being "on the way to

something very remarkable indeed". The company consists of 17 actors involved in the 25 that had been planned before the cuthbacks at the NT. Tackling the classics with a smallish cast is no easy matter and it seems there may be some resorting to old tricks with processing actors rushing across backstage and reappearing "within two lines, the same character but strangely out of breath" from the opposite wings. It makes an amusing anecdote, but the implications of such cuts are no laughing matter when one of our major showhouses has to make do in this way.

Stephen MacDonald is a Webster enthusiast. Though as an actor he finds his lines "hell to speak", full of vivid ideas and fragmented images, he is temperamentally in tune with the playwright. He has compiled the programme notes and takes special pleasure in drawing to public attention some facts about Webster not much known outside academic circles, especially details about the Webster family business: "playwright-entertainment" was long considered merely an empty insult, but the Websters did it seems run such a business, and were, what's more, involved in theatrical removals near Smithfield. Penelope Rich, once the beloved of Sir Philip Sidney and later, though married, the mistress of Charles Mount, was a near neighbour. Stephen MacDonald is sure that this lady's strong and courageous personality and the events of her life had no small influence on Webster's *duchess* though the bones of the story are based on actual incidents in 15th century Italy.

Time up, breakfast over. Puccini leaves to try on his costume and keep his head down. For the rest of us, all is about to be revealed. There are previews from tonight. Press night is July 4.

Still going strong

Watford Youth Theatre Festival Palace Theatre, Watford The King of Elfland's Daughter Epping Youth Theatre

They may not have been bonafide property, but the young members of Watford Youth Theatre are up on stage strutting their almost as soon as they have one school. Long-serving WYT members are still doing it a year or two after having left the sixth form. Hardly surprising then that the company was able to present a first youth theatre festival all on one day. The younger groups had the Palace Theatre, Watford at their disposal. The seniors took the evenings. Between them, they showed they mounted added up to a summary of the range of youth theatre work which is currently being taken up and down the country. It was improvisations and song plays, classics and specially written pieces, shows with music and so without.

The diversity of the group's activities was well illustrated by the one between the senior (17-plus) production of *Wednesday* and the younger group's *Mr Sweetie-Stealer*, a re-creation of a play performed by the original play performed by the same group. This specialized what would happen if an evil being had built a machine which could deprive every child in the world of sweets. An alarming prospect, which the Watford kids were prepared to tolerate. Taking the ball into their own hands (in an effective realized mime sequence) they demolished the factory and released the sweets in the world - well, at least the laps of the front stalls audience.

One class up from the front, the 11-year-olds presented *Spitting Image*, a programme of five, home-grown improvisations. Some were obviously better than others, one was on far too long; but with subject ranging from ghosts to nuclear war, the audience's interest never flagged. The final sketch, "So Communism was the most bizarre and worst thing any number of turkeys to see" was set in a women's self-defence group and entirely concerned with the danger even the mildest man can pose for a woman. Right-on, even the stuff - except that all the women were played by boys in drag.

Over in Essex, Epping Youth Theatre have been equally successful, putting all their eggs in one basket and all their members into one giant production. *The King of Elfland's Daughter* was a promenade musical they had adapted for themselves from a play by the same name by Lord Dunsany. The music they did not write themselves; that came from a 1977 "concept album" by Bob Johnson and Peter Knight.

By the time the show got to stage, all two-and-a-half hours of it, even director Mark Wheeler was freely admitting it was far too long; but that wouldn't have mattered so much if it had been. Two factors hampered this too much of it, straight away (split between two shows less than five Storytellers) rather less delivered from different parts of the hall, and there were simply too many people in the audience. That meant that promenade suggestions became mere shoving with one of the cast quite sure how to focus the audience's attention on specific areas. However, the show itself was still a first-rate first effort. Cut and paste first (as it is apparently going to be) with rather fewer clues and with a wisp and with every last note of the marvellous score preserved, it was a run and run. Look at *The Muses* now filling the Lyceum Theatre in London: for some reason people seem to like taking their theatre standing.

Hugh Daulton

Time for a new priority

The environmental approach flourishes, but are teachers aware of its cross-curricular potential?

by Philip Neal

With increasing teacher awareness and growing support from the Department of Education and Science, the Department of the Environment, Examination Boards and Local Education Authorities, the prime target for environmental education is no longer the dissemination of the idea itself. What must now take priority is the implementation of a policy for environmental education as a curriculum area in every school. The published reports from HMI show that schools catering for pupils of all ages are stimulating children to be aware of the environment and environmental problems. Conservation, for example, is clearly recognized as an important contemporary issue. Yet many schools, it is revealed, fail to bring order and discipline to environmental education and lack the necessary imagination and integration of ideas to bring about a coherent and progressive approach. Priority matters to be discussed and financed range from the current search for "better schools" to multi-cultural education, from language awareness at infant level to the General Certificate of Secondary Education at the senior stage; the list is long. Without having a major public lobby to support it, environmental education, time and again, becomes a postponed agenda item.

Some of the restraints placed on a unified forward surge in environmental education include the

closure of teacher training courses, lack of finance for out of school activities, closure of study centres - real or threatened, emphasis on single subjects, failure to appoint or re-appoint designated local education advisers, limited educational awareness of elected members.

Yet, recognized or not, the environmental approach flourishes, albeit in a piecemeal fashion, and with the persistence of ground elder, it will not go away. At the end of the summer term the fruits of school efforts over the past year are on show in those "harvest festivals of the environment", the numerous Environmental Studies Exhibitions. The incredible variety of

school work, with its accuracy of observation, imaginative presentation and pertinent conclusion, has to be seen to be believed and nowhere is the strength more revealed than in those exhibits from primary and middle schools. But lingering doubts persist. Do teachers have a real awareness of the totality of environmental education as a cross-curriculum approach and not as a single subject? Are they really conscious of the fact that environmental studies, geography, rural science, biology, local history, art and individual manifestations of the whole and that English (especially English), mathematics, art, modern languages, and so on, can all form a part of the total environmental curriculum?

Headteachers who pass on any incoming mail with an environmental flavour to the geography or biology specialists are in need of broader enlightenment. What would I do to stimulate such headteachers, the key to any change, to consider implementing a school policy towards environmental education? First of all, see that they have suitably qualified staff to draw on. Unfortunately, new entrants to the profession, bright with knowledge of computer technology, bear with them little of the factual knowledge required to cope with the basic cross-curricular demands of environmental education. Pressure from the probationer, presumably the closest member of staff to modern educational method, is directed towards information technology and almost everywhere else, except towards environmental issues. But, in all fairness, how can responsible headteachers permit new entrants to conduct lessons outside their own specialism? Education, when their initial training has prepared them for teaching only within the security of the classroom walls. A few imaginative teacher trainers encourage links with field study centres or release students to accompany children on outdoor activities to the mutual benefit of school and college. But most students leave college ignorant of the important considerations involved in outdoor study, and indeed, of alternative methods of environmental teaching.

At the lavender pond, see "The Inner City Greens" overleaf

such as the enquiry approach. How much have they been encouraged to use the environment, that inexpensive resource, in the teaching of basic skills?

Nevertheless, one dedicated enthusiast on the staff (some may use the term "crank") properly directing attention, can affect even the most somnolent of headteachers.

My second point is that every local education authority ought to have an adviser solely responsible for environmental education who has time to talk to headteachers and to provide a sound system of in-service training. Responding to a general enquiry, virtually every local authority will provide the name of a person with such responsibility. More specific enquiry will reveal that this same person often has a major subject responsibility elsewhere (physical education, geography, history, science) or a general advisory role (primary, special needs, community education). Little wonder that their environmental education hat is rarely worn. Yet such advisers are those responsible for passing on ideas of good practice from both local and national sources (membership of the Environmental Education Advisers Association is vital), and for helping that enthusiastic teacher. It is the adviser who should be pressing for an environmental co-ordinator in every school - someone of "standing" on the staff who will be acknowledged in the primary staffroom or who, at secondary level, can speak with as firm an authority as the heads of English, Science or Mathematics.

Thirdly, the elected council members have a role to play. They should

press for environmental education. Some are already imposing much more upon their schools as the council pursues a total approach to environmental education for all departments of their local government. This enables schools to capitalize on the knowledge and expertise of local agencies with their specialized resources. The increasing involvement of planning departments with environmental education can only be to the good, by providing real local issues and public participation problems.

My fourth plea is for schools to use the further stimulation which comes from the helpful literature they receive from voluntary organizations. The growth of special aspects of environmental education are reflected in illustrated newsletters such as "Focus on Birds" from the Royal Society for the Protection of Birds, "Heritage Education" from the Civic Trust and "Resources from Education" from the National Trust. All these, and many more, are sent out for distribution to every school. However, not every school receives the three important environmental education journals. They are REED (Review of Environmental Education Development) from the Council for Environmental Education, BEB (Bulletin for Environmental Education) from Streetwork (formerly from the Town and Country Planning Association), and *Environmental Education* from the National Association for Environmental Education. The Council for Environmental Education and NAEE also provide newsletters. No staffroom should be without them if the school has a serious commitment to environmental education.

for, they not only present information, but they provide a forum for practitioners to express themselves in print.

Finally, schools, communities in themselves, must, by practising a total environmental approach, provide a more attractive, interesting and caring place for the young. One hopes that this will be reflected in a lessening of those four environmental blunders: litter, graffiti, noise and vandalism. Though we recognize that conduct in school and behaviour outside may often bear little resemblance to each other, children who have been taught to appreciate the interdependence of man and nature will be less likely to damage trees, pollute ponds, drop litter and destroy wild creatures. In other words, an environmental approach breeds a respectful attitude to life and living things. Hopefully, the next series of reports from HMI will reveal that schools, once only dabbling with the environment, are now beginning not to leave environmental education to chance.

Philip Neal is the General Secretary, National Association for Environmental Education. He was formerly Headmaster at Perry Common Comprehensive School, Birmingham.

Appendix
1. "Organizing an Out of School Visit" and "Organization of Outdoor Studies" £1.50 including postage and packing. NAEE publications.
2. Details of all of these will be sent (s.a.e. please) to enquirers, by the NAEE, West Midlands College of Higher Education, Gorway, Walsall WS1 3BD.

beautiful in themselves and can make a valuable contribution to our understanding and enjoyment of the natural environment.

Further reading and addresses
Wildlife Garden Notebook by Chris Baines (Oxford Illustrated Press, £2.95) is a lively and practical month-by-month guide to wildlife gardening with an opportunity to include one's own entries and observations.
How to make a Wildlife Garden by Chris Baines (Elm Tree Books £8.95). A more detailed study, and magnificently illustrated.

Gardening for Wildlife is a useful introductory booklet published by the Urban Wildlife Group, which includes lists of suppliers and contacts. (UWG, 11 Albert Street, Birmingham B4 7UQ.)
John Chambers 1985 Catalogue with Wild Flower Gardening information is available from 15 Westleigh Road, Barton, Seagrave, Kettering, Northants NN15 5AJ.

The BTCV runs an affiliation scheme for schools in London which includes a newsletter, *Leaves*, information on funding and events and tool loans. Inservice courses for teachers on different aspects of creating and managing school nature areas are also available. Full details from The Training Officer, BTCV, 2, Mandala Street, London NW1 0DU (01-388 3946).
British Seed Houses offer a wild flora mixture of the more easily germinating seeds as well as an advice service to schools and local authorities. BSH, Bewsey Industrial Estate, Pitt Street, Warrington, Cheshire WA5 5LE.

As Chelsea showed, such gardens, carefully planned and controlled are

Jewish rites

Woman of Worth. Performed by Yehudit - Jewish Women's Theatre

By enacting a short play about Debbie, a 12-year-old preparing for her Bar Mitzvah (ceremony marking "the age of adult responsibility in Judaism"), Yehudit, a company of nine women adopting various roles, aims to show both how it is to be a woman in orthodox Judaism and, more widely, what it is like to be a woman in a male dominated society.

There is some Hebrew and Yiddish song and poetry which is totally wasted and, despite a glossary in the programme to help the uninitiated, much remains utterly baffling without prior knowledge of Jewish ritual. By contrast, the dialogue between the characters as they sing amusingly portrays the fun and trauma of adolescence in any culture.

After the performance I saw, the audience was divided into sexes (a reminder of anachronistic Jewish custom?) and led into separate rooms to

discuss the play. The men interpreted it as a study of religion within the family rather than gender role and discussed the problem in a reserved, detached manner. The women, however, regardless of creed or culture, recognized themes common to all religions and saw the play as a statement on women within a male-dominated religion and society.

Yehudit, a company of Jewish drama teachers and youth workers, contends that all youth clubs and social groups can identify and would benefit.

Nina-Anne Kaye

Women of Worth will appear at Pentameters, Heath Street, London NW3 on June 30. Further information can be obtained from Diane Samuels on 01-203 3599.

Desolate

Bobbin Up by Dorothy Hewett (Virago Modern Classics £3.50, 0 86068 686 8). First published in Melbourne in 1959 and soon to be filmed, this early novel by the Australian poet and playwright is a semi-autobiographical account of life in the most desolate districts in Sydney when the decline of the textile industry was destroying the lives of the women who slaved in the mills.

Shirley Toulson

Gentle, but deadly

Patrick Carnegie on the work of Philip Glass

To put the clock back and strip the over-woven fabric of Western music to its threads is to risk standing before the public as nude and vulnerable as the hero himself does in *Akhmatov*, an opera by Philip Glass which has reached the UK in a characteristically brilliant production by David Freeman at the English National Opera. Glass's strategic naivety has made him a cult figure in America, and it was high time that his large following over here - he is particularly popular with young music lovers, whether of classical or rock orientation - should be able to experience a large-scale work of his in the theatre and not just in recorded form at home.

Preceded by Glass's reputation for inducing an ecstatic, trance-like response in his listeners (or incomprehension, boredom, and even anger, depending on your point of view), converts and sceptics alike were eager to see for themselves how Glass has readjusted the balance between the traditional ingredients of opera - music, singing, words, and action. It is probably most useful to think of *Akhmatov* as a ballet in which the dancers sing from time to time (just as they did in the opera-ballets of Lully and Rameau), than as an opera. Yet "ballet" is also not quite the right word and it is probably better to imagine the kind of narrative movement and mime that has been so superbly developed by Pina Bausch's dance-theatre.

On a wide-open stage, strewn with ankle-deep sand and irrigated by channels of water, the company enact the story of the young Egyptian king's initiation, his overthrow of polytheistic religions in favour of a peaceable sun-worshipping community, and his death after offering no more than passive resistance to resurgent militarism. Very little happens, but the point is how it happens, and that is with a delicacy and an exuberant playfulness drawing us in yet also signalling its essential strangeness.

The hypnotic, time-arresting ostinato, pedal points and arpeggi are entirely sympathetic to the Arcadian intermezzo down on the Nile, but its presence



Christopher Robson as Akhmatov, and Sally Burgess as Nefertiti

tion by David Freeman and the company is a creative contribution of scarcely less magnitude than that made by the composer. There is less actual singing than one might expect, this mostly consisting of incantatory choruses (apparently in a Babel of languages), an occasional harmonious ensemble, and two relatively conventional arias for Akhmatov, a counter-tenor role taken with a heroic avoidance of Lindsay Kemp-style camp by that fine singer, Christopher Robson - no mean feat for someone whose body had been so skillfully transformed into that of a hermaphrodite as in survive trial by full-frontal nudity.

The performance, conducted with prodigious patience by Paul Daniel, cast a powerful spell on the first-night audience, dissenting boos being a tiny and quickly silenced minority. Some of the more musically sophisticated considered the score's cultivated harmonic stasis, its "minimalism", to be an affront to their intelligence, but others, including myself, were impressed by Glass's oriental use of Western diatonic elements to create a new kind of musical drama. Deceptively easy to listen to, *Akhmatov* effortlessly demolished the communication barrier between so many modern composers and their potential audience. It will draw into the opera house many who otherwise wouldn't be seen there - young people drawn not only by the flower-power appeal of the sexually ambivalent Akhmatov, but also by the incantatory magnetism of Glass's music and his gentle, but deadly, iconoclasm.

Flowers of the field

by Mary Cruickshank

Two of the greatest crowd-pullers of last month's Chelsea Flower Show were John Chambers' wild flower garden: a colorful display of grass and water meadow, packed with more than 100 beautiful and delicate species of British wild flowers; and Chris Baines' wildlife garden, where many of the same species were set in their natural mini-habitats of wetland, meadow, hedgerow and woodland edge.

Not only are such displays delightful to look at, they make essential "service stations" for insects and birds, providing nectar, pollen and seeds and a habitat in which they can breed.

The British Trust for Conservation Volunteers, who constructed the wildlife garden, were thrilled to see ducks find their way to the pond and bluebirds nesting in the bird box soon after they completed the exhibit.

Just as important, however, from a conservation point of view, is the fact that gardens like these help to maintain a reservoir of native plants and seeds, from which waste areas may eventually be reconstituted.

The threat to wild flowers has never been greater than in the last 40 years: massive building programmes, intensive agricultural techniques and woodland clearances have all inevitably reduced the natural flora. There is,

The experts warn against using fertilizers. Wild flowers grow best in poorer soils where they are not in competition with grasses.

It takes two years for wild flowers to become fully established and controlling the grass during this time is important. In the first year it is recommended that the grass should be cut

WILD FLOWER MIXTURE OF BUTTERFLY NECTAR PLANTS



regularly to about 10 cm (to avoid damaging the plants) and removing the cuttings should also suppress the grass. In following years only two or three cuts may be necessary.

Wild flower seeds should only be collected from large, healthy colonies and never from plants growing on their own or from any of the protected species. Alternatively, they may be purchased from one of the specialist nurseries in collections suitable for

Different types of soils and situations. It is possible to buy mixtures designed to produce nectar-rich flowers particularly attractive to butterflies and other insects (coltsfoot and sweet violet in spring; clover and purple loosestrife in summer; for example) or mixtures particularly attractive to seed-eating birds (such as ragwort and thistles).

In formulating collections such as these, John Chambers has worked with the Royal Society for the Protection of Birds, the Urban Wildlife Group and the British Butterfly Conservation Society.

A number of specialist seed merchants will also offer wild flower conservation mixtures for schools and colleges with advice on cultivation.

Looking after a wild flower garden can be made to fit conveniently into the school calendar and the garden will not suffer from neglect during the school holidays.

Children who have become familiar with wild flowers in their school gardens will recognize them more readily on holidays and field trips. More advanced students will learn in a very practical way the relationship between soil types and vegetation and the role of predators and commensals in the small ecosystems they have created.

Wild flower gardening is not about scattering seeds randomly across the countryside; nor transplanting rare and protected species from their natural habitats. It is also a misconception that wildlife gardens need become a public nuisance, intruding blindingly and grossly into an area of suburban gardens.

As Chelsea showed, such gardens, carefully planned and controlled are



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Inner city greens

by Susan Thomas

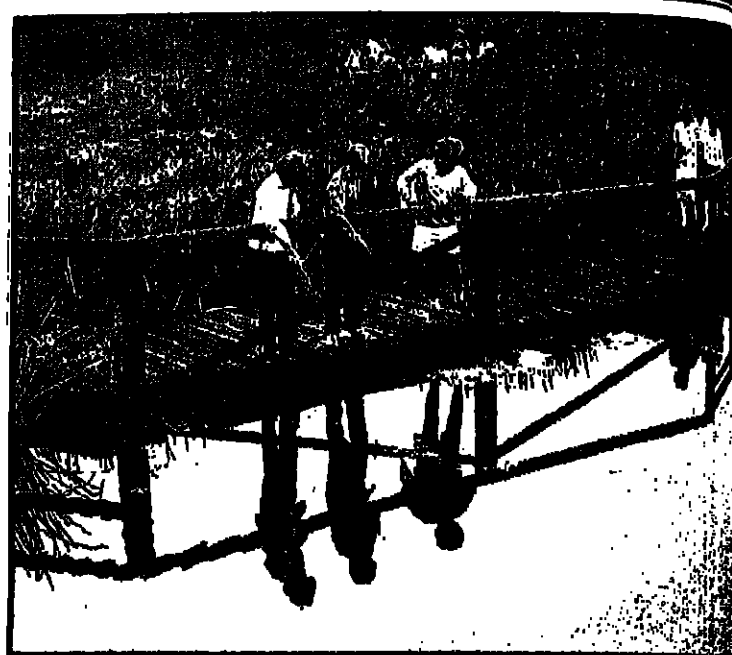
All over the inner cities new greens are springing up. Tatty corner plots, demolition sites and disused docks have been cleared, landscaped and planted by Conservation Volunteers, community groups and MSC task forces. The result is a surprising (and free) educational resource and just in time to coincide with the vogue for "Mini-beasts" and "Ecosystems", the new educational buzzwords.

Local schools have been quick to take advantage of the new resources. Turn any corner and it seems you fall over some band of pond dippers or insect observers, knee deep in spearwort or comfrey or mallow. Some sites have resident wardens, teachers and study centres. Others have not. But most repay careful investigation. How, though, to find the one to fit your needs?

First, the Natural History Museum, Cromwell Road, London SW7 5BD (01 589 6323). This has some valuable starters: two permanent exhibitions, "Oakwood and Marine Ecosystems" and "Organisms in an Urban Habitat", a teachers' pack "Using the museum and a town park" (50p incl. p&p) and, in the teachers' centre, a variety of materials about the urban habitat.

ILEA has its own information system and advises teachers to contact Schools' Branch 12 (01-633 6972) and use the nature trail and teaching resources of the Horniman Museum at Forest Hill (01-699 2339) as well as contacting their own borough councils direct to find out about local initiatives. This last advice applies equally to teachers in other areas - the person to contact is variously the borough Information Officer, the curator of the local museum and the Planning Officer.

Another provider of excellent resource material - town field guides and ecological city parks, complete with teachers - is the Ecological Parks Trust, Burlington House, Piccadilly, London (01 734 5170).



Still in London is the Urban Spaces Scheme, based at the Polytechnic of North London, Holloway Road, N7 (01-607 2789). This produces a useful general publications list, keeps a record of new green sites and is happy to answer telephone enquiries.

Although the Urban Wildlife Group is London-based it is actually concerned with the wildlife of Avon, Birmingham, Leicester and Liverpool as well as London, and the more rural county groups, for example the Kent Trust for Nature Conservation. It is best to contact the London HQ, 1 Thorpe Close, W10 5XN (01-948 5368) for information and regional contacts.

The Royal Society for Nature Conservation, which organizes the Watch Groups, is an essential contact for those who want to be involved with national conservation projects like counting house martins, monitoring the coastline or analysing acid rain. Write to Watch, 22, The Green, Nettleham, Lincoln LN2 2NR (0522 752126). For resource materials, they, and everyone else I asked, recommended the Council for Environmental Education, Reading University, Reading, Berks (01344 752344).

Finally, the Civic Trust's Heritage Education Group, 17 Carlton House Terrace, London SW1X 5AW (01 930 0914) publishes its own magazine which, though not specifically about environmental work, still includes items about school projects, lists helpful agencies and resources.



All the photographs on this page were taken at the Lavender Pond, one of the many urban wildlife sites in London. The photographs are being used by the Council for Environmental Education to produce a book on urban wildlife. The book is available from the Council for Environmental Education, Reading University, Reading, Berks (01344 752344).

In-service

Urban Studies: making sense of cities
Centre for Urban Educational Studies,
Underwood Road, London E1 5AD.
£1.50 (incl. postage).

This is described as "an in-service report which breaks new ground by integrating the theory and practice of Urban Studies at primary and secondary levels, both in specialist areas and across the curriculum".

It was compiled by teachers and lecturers with a wide practical experience meeting over a period of several years. Their aims were to reconsider the role of urban studies in the school curriculum and to challenge and overcome "the conceptual dichotomy between academic and practical learning". More specifically they hoped to develop a clearer understanding of the city, view positive as well as negative elements in the environment and appreciate change and linkages operating within the city.

Their emphasis throughout was on anti-racist and multi-cultural perspectives. They aimed to avoid a "teacher's sanitized view of the world" which they believed existed in primary schools and to replace this with a perception of the real world based on the importance of issues in a cross-curriculum framework.

In order to illustrate this approach, the report gives a series of practical examples, the first, for primary schools, being employment patterns in Notting Dale. This is supported by a flow-chart, resource lists, bibliography and a cross-curriculum outline. There follows an application for secondary schools at all levels, but specific attention is given to integrating the work of manufacturing employment in the inner city into geography 14-16 syllabuses.

A lengthy and complex discussion of a proposed in-service course on general aspects follows which reviews urban contexts in Britain. Third World contexts and Three Worlds: Linkages and Prospects. This section includes a full commentary on useful books.

The Appendix consists of selected background papers entitled "What are we doing in urban studies?", "What should we be doing in urban studies?" and "Urban and cultural studies - some suggested implications". The report must be one of the few publications ever to include an evaluation of itself given by Dr Gerald Grace at the launching in 1984.

This is one of the most badly presented publications I have ever read. It has too much of a temporary look about it. If it was worth doing, it was worth doing well. Moreover, it seemed to me as though I was reading an historic document. It was all said and written years ago. Indeed, environmentalists, geographers, planners and especially primary and secondary school teachers will be offended by the implication that nothing worthwhile in urban studies has been done until now.

Insufferable pomposity implies that "an issue-based approach may be new for many teachers" and that they have a "sanitized view". The bibliographies included show that the compilers are not aware of the work by organizations such as the Schools Council already undertaken in the urban field and successfully applied in schools.

The suggested topics which will bring the revolution are true and, worse still, unspeakably boring. The report is right to say "some aspects of urban studies as presented in this extreme different". Indeed, the theme of employment is over emphasized and how it could ever survive even with the

most brilliant teacher is an unexplained mystery. Worse still, the report is jargon-ridden in the extreme: "conceptual dichotomy", "resistance to racism", "structural understandings", "scenarios of global futures", "class, gender and race perspectives", "black ethnicities" punctuate the writing and make reading a problem. The compilers have a noble and worthwhile theme but in their search for relevance they themselves have missed the point and forgotten about "making sense" to the readers.

Bryan Waites

Model visits

Directory of local resources
Birmingham Environmental Studies Association. Available from NAEF Publications, West Midlands College of Higher Education, Gurney, Walsall WS1 3BD
Price £2.30.

This comprehensive directory of places of interest for educational visits within a 40 mile radius of Birmingham is an essential addition to school and college libraries in that area. It contains 36 sections ranging from woodlands to 20th-century sites of interest. Each has information on location, plus a synopsis of content and enquiry details. A map page accompanies each section. Simple guidance on planning an outdoor visit is also given. This directory shows what can be done for environmental education by a voluntary group, and will also serve as a model for others planning resource visits. Such a guide will be of interest outside the educational world, and has great tourist potential.

Effective support

The International Centre for conservation
Education introduced by Christine Brooks

On June 5, 1984, World Environment Day, the International Centre for Conservation Education (ICCE) was officially opened - an independent centre with charitable status which started in 1975 as World Wildlife Fund/IUCN International Education Project. It is now the operational base for three international conservation education programmes, WWF/IUCN, the Elton Wild Animal Appeal and the ICCE Wildlife Brass Rubbing Scheme, as well as ICCE's training company Conservation Education Services.

At present there are three full time professional staff, who have practical experience and knowledge of conservation problems both in developing countries (through work with international conservation and development agencies) and in Britain (as teachers of biology). This combined experience has underlined the need for simple effective methods of communicating the principles of environmental conservation to all people, at all levels.

In the early days a good deal of research was carried out on the most appropriate educational materials for use in a wide variety of situations. It was decided to concentrate on audio-visual programmes and to date more than 85 slide-tape programmes have been produced. The Centre is now able to offer a comprehensive AV production service to conservation orientated groups at competitive prices.

To help launch the WWF Tropical Forests Campaign the Centre was commissioned to produce an AV programme describing the global threats to the world's tropical moist forests, called "A Green Earth or a Dry Desert?". Another new programme "Planning for Survival" explains the ideas and rationale behind the World Conservation Strategy. These and many other AV programmes are being increasingly used by teachers and environmental groups in both developed and developing countries. Some are concerned with topics of general and ecological interest, such as habitat degradation, pollution, population, acid rain and resource management, others are specific contributions to conservation education in Britain.

Often working in collaboration with other organisations a number of programmes based on British wildlife have been produced. "Badgers" and "Bats" as well as "Introducing British Mammals", "Amphibians" and "Reptiles". More titles are planned. All combine natural history, and conservation issues into a single, comprehensively illustrated account.

Several programmes have been prepared for other countries, such as Indonesia and Malaysia. These illustrate the local flora and fauna and describe some of the countries' more important nature reserves and national parks. They also highlight efforts needed to prevent further damage to these areas. Programmes prepared for India ("Face of Famine" and "Wonders around You") are for young Indian children and their teachers but the principles described are relevant to all those concerned with conservation. Other programmes which examine habitats ("Desertification", "Understanding Mangrove Ecosystems", "Understanding Wetland Ecosystems" and "The Seas Must Live") are all useful for teaching environmental studies, biology and geography.

A major focus of conservation projects in the past has been threatened species. The *Wildlife in Danger* series has programmes about orang-utans, the Mountain gorilla, whales, Asian and African rhinos, tigers and turtles. These are particularly useful as teaching aids because detailed case studies, with captivating photographs, often make conservation problems more immediate to children.

The Centre has recently begun to expand its programmes to include teacher resource materials. One such pack is *Help Save the World* which is aimed at upper primary/lower secondary level and introduces the principles underlying the World Conservation Strategy. This pack is supplied complete with a poster, colouring sheet master and two "discovery" books as well as a resource information broadsheet for teachers. Another ex-

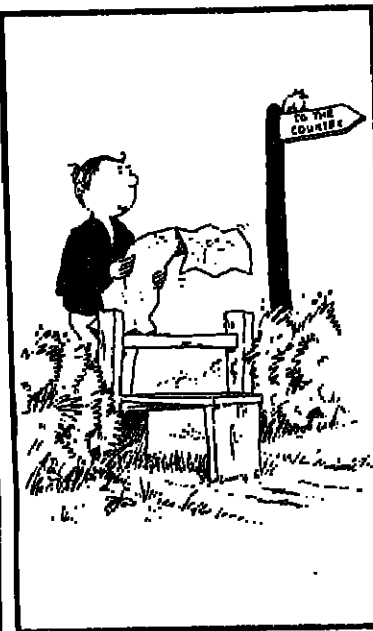
ample is *Renewable Energy for Today and Tomorrow*. This summarizes the major sources of energy which we have come to rely on and some of the problems and limitations associated with them. It goes on to look in greater detail at many of the so called alternative sources of energy now being developed to provide safer, less polluting, unlimited energy for the future. The Centre is anxious to expand the inclusion of materials in AV programmes where they would be useful and would welcome comments from teachers on any of the materials already produced as well as suggestions for future presentations. As schools are increasingly using video equipment a small number of the programmes are also now available on video.

ICCE is also involved in many other facets of conservation education work. In developing countries there is often a need to reach out to rural populations with public awareness programmes about local conservation problems. ICCE equips mobile education units

which tour remote areas giving slide or film shows help with regional training programmes. ICCE also runs training courses for people from Third World countries involved in conservation education programmes. These courses start where most theoretical teaching ends and are very practical. Trainees develop educational materials that will be relevant for their areas and learn skills in "communicating conservation".

Success or failure of many conservation projects throughout the world depends increasingly on highly motivated and well trained local personnel who understand not only the conservation problems of their own country but the cultural situation in which they occur. They will need appropriate resources to support them in their work. To influence, inform and guide they need more educational materials, new skills in communication and continuing practical support. This is the challenge to which ICCE is responding.

For an illustrated AV catalogue and further information about any aspects of ICCE's work, please write to: The Director, ICCE, Greenfield House, Gilling Power, Cheltenham, Glos. GL5 4TZ, UK. ICCE will have a display of their activities and materials on view in the Teacher's Centre at the British Museum (Natural History) throughout September 1985.



List of rights

When is common land not common and can a bull legally graze beside a footpath? These and many other knotty aspects of public access and right of

way are clearly explained in a new booklet, *Out in the Country*. It has been published by the Countryside Commission and provides background information on the new Countryside Access Charter, giving a concise list of public rights in the country - paths, commons, woods, parkland and beaches, etc. It has been drawn up following unprecedented cooperation between farming and walkers' organizations.

Following the 1981 Wildlife and Countryside Act, the Countryside Commission foresaw that unmanaged access would inevitably lead to conflict unless interested parties - such as farmers, landowners and bodies like the Ramblers' Association - were brought together to agree on a workable charter.

Covering all aspects of public rights of way, including what to do in cases of obstruction or doubt, the booklet is a very useful guide for any teacher undertaking fieldwork outside the classroom. It also has a list of publications and addresses of 35 relevant organizations from the Association of County Councils to the YHA.

Mary Cruickshank

Booklet and Access Charter cards are both free from the Countryside Commission, Publications Despatch Dept., 1923 Albert Road, Manchester M19 2E, or at national and county parks.

Hestair Hope

ENVIRONMENTAL STUDIES

PAGES 313 TO 340

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A two-way affair

Gillian Thomas reports on
Wolverhampton's cross-curricular environment project

Whenever Queen Victoria rode by train to Balmoral she commanded the window blinds to be drawn between Birmingham and Wolverhampton to avoid having to look at the industrial view. It has scarcely improved since.

Clip-boards in hand, local school children have recently been studying the view. Shortly they will be presenting Wolverhampton Metropolitan Borough Council with their carefully considered suggestions for improving it. It is part of a cross-curricular project involving several schools.

Already the Borough has implemented children's ideas in several community improvement schemes. This cooperation reflects Wolverhampton's unique policy on environmental education, which is enthusiastically supported by councillors, administrators and teachers alike.

The Council's Awareness and Conservation Strategy had its beginnings in a highly successful road safety programme initiated 10 years ago. It cut road accidents involving primary children from 280 to 112 over three years.

Grouped into traffic areas, head teachers worked closely with the Borough's traffic engineers and the police to plan coordinated area programmes. Councillors were deliberately kept in close touch - and they liked what they saw.

Subsequently the city, faced with increasing vandalism, appointed a "vandalism officer", but to little effect. "We then decided to try a more positive approach by applying the road safety formula across the curriculum to the wider environmental and social context", explains Don Nixon, Assistant Education Officer.

"We already had the mechanism for linking borough services with school work, the councillors supported us and a nucleus of teachers was familiar with issue-based environmental work."

Fortunately too, Mr Nixon had both administrative and educational responsibilities while the schools, 112 primary and 21 secondary, are within half-an-hour's drive of the Town Hall.

In 1981 an Environmental Awareness Committee was set up comprising head teachers, borough representatives and Civic Society members. Its aim was to create a "bottom-up" approach with developments evolving from teachers rather than being imposed on them. They decided to concentrate initially at primary level to establish good practice early on.

The Committee subsequently published guidelines which are now Council policy. Stressing that environmental education is "a function of the whole curriculum", their aim is fourfold: to promote debate within the community on land use and conservation; to create resources such as town trails and historical records; to improve the local environment, including school grounds; and to help children develop caring attitudes towards the physical and social environment.

In practice, the policy is working out extremely well, backed by a refreshing lack of barriers between professionals. Indeed there is a positive desire for cooperation. Even the dustmen stay late on Fridays to do school visits and insist that a vehicle is cleaned up specially!

So far, schools in three areas have combined to work on a major project over a year. The first centred on Whitmore Heath, an inner city area, with a largely non-white population. Overall 27 per cent of Wolverhampton's school children are from ethnic minorities, with up to 90 per cent in some schools.

The project ended with a multi-cultural festival week which involved the whole community. There were exhibitions, drama and musical events. In many cases they succeeded in drawing parents into school life for the first time. This was a valuable advance in itself, especially as environmental issues are often linked with multi-cultural ones.

In addition to group projects, many other schools have undertaken individual ones - from making town trails to organizing exchanges with other schools. It has been a revealing new experience for Asian and Afro Caribbean children to spend time in a



suburban white school - and vice versa.

Others have travelled further afield to Avon to study dockland restoration and see how it might be applied to Wolverhampton's Broad Street canal area. Councillors are now studying their suggestions with interest.

A special Environmental Awareness Unit has been set up at the Town Hall to liaise between borough staff and schools. It comprises an administrator and four teachers. Through it, teachers have easy access to the borough's various departments, particularly planning, environmental health, technical and leisure services.

City archivists and librarians make available old maps, documents and books; architects take their plans into schools; housing officers let children visit empty high rise flats; engineers loan decibel and air pollution meters. And the learning process is proving a two-way affair.

"I think we now all know an awful lot more about what goes on in school - and respect teachers for what they are doing," says Philip Deeming, the Unit's Administrator. "At the same time the children are introduced to the many facets of decision-making and see that democracy is not always straightforward."

To get a real flavour of both, one school was recently allowed to take over the Council Chamber to stage a play, complete with costumes, which they had written about the opening of the city's East End Park 100 years ago.

From the start there has been all-party support from the 60 councillors for environmental education. Indeed a special committee has been created to oversee it. Apart from the normal education budget, £9,000 a year is allocated for environmental resources, such as photographs, microscopes or school visits expenses. In addition, up to £35,000 is available for the development of natural study areas within the schools themselves. Thirty-six have now created a natural habitat area, from a few trees to an ambitious peat bog at Meridale, an inner city primary, where an amazing variety of wild plants and insects are now thriving.

In-service courses are invariably over-subscribed and other authorities are increasingly seeking advice. Interestingly, the next major one will be for planners as well as teachers, staged at the request of the Royal Town Planning Institute. It will be the first of its kind.

Resources that have been produced include reports on individual projects, tape-slide programmes, leaflets, questionnaires and photographs.

from the Education Dept, Civic Centre, St Peter's Square, Wolverhampton WV1 1RG. An urban studies centre is the next major aim.

"Use my own role as more and more that of an enabler responding to the needs of teachers," says Mr Nixon. "Already they are forming their own local environmental education group, which I welcome. Now we need to develop more sophisticated concepts to support them."

Developments at secondary level include the appointment of Mike Parry, Head of Humanities at Valley Park School, to coordinate environmental work across the curriculum. His initial report is highly relevant to all schools.

Inevitably Wolverhampton's councillors find it rather more difficult to quantify the effects of environmental education than road safety. However, they believe vandalism has dropped while they, administrators, teachers and parents actually now all know much more about each other.

There is also no doubt that the children are responding positively to community issues. At Meridale, 11 watched three Indian eight-year-olds composing an indignant letter to the local paper. They wanted to ensure it for highlighting acts of vandalism without ever praising the area's good points.

CEE news

The Global Dimension in Environmental Education is the theme of a major conference to be held at the Peak National Park Study Centre, Derbyshire, from September 20-22.

Organized by the Council for Environmental Education and the World Studies Teacher Training Centre, York, the programme will include workshops, participative exercises and simulation sessions designed to link local and global issues.

Details from Stephen Sterling, School of Education, University of Reading, London Road, Reading RG1 5AQ, or David Selby, World Studies Teacher Training Centre, University of York, Heslington, York YO1 5DD.

The CEE has produced a series of 13 free leaflets on its services and the teaching of environmental education. Topics covered include the reasons for its importance and lists of research and information resources. (Send size 10 the CEE stating which subjects are required.)

Here a baa...there a baa...

Derrick Golland considers books about farming for the primary school

orchards and conveys a rural idyll that has long since disappeared. However, for many children this will be their first introduction to a farm and a lasting image by which they will measure the real thing.

The farming industry readily recognizes the power of this image, television commercials for dairy products do little to correct the impression most people have of farming life, but it is against this background that the teacher must attempt to convey an accurate picture. Still in use is the somewhat dated, but detailed description of the industry by Frank Huggitt. *Farming* (A & C Black) contains diagrams of the digestive tract of a cow and the parts of a flower and is the kind of comprehensive approach that speaks of secondary school rural studies rather than primary level education.

By way of contrast, Susan Baker's book *Farms*, in the Topic Book series published by Macdonald Educational, is a detailed introduction to modern farming. By including separate sections on history and on rural crafts the author makes a clear distinction between the reality and the romance, the type of book that will be well used by a capable child, but in most instances will be used by the teacher as a source of ideas and information.

The gap between classroom and farm can most effectively be bridged by those books which take a specific farm as their example. One of the most useful titles to appear in recent years has been *The Farm on the Hill* by Isla St Clair (Pelham). Based on a BBC series this is an in-depth study of a South Wales farm; the ample photographs are supplemented by drawings and sketches. Similarly, *A Day with a Farmer* by A & C Haddrell (Wayland) is a record of farm work. In this case

the work of a dairy farmer. A simplified text has accompanying margin notes to deal with more complex issues such as artificial insemination.



The realities of farming are often rather different to the image presented to younger children.

Simplification can lead to misconception. The majority of children visiting a farm for the first time appear to have gained the impression from books that a cow only produces milk because she eats grass. Most books ignore any explanation of a cow being a mammal although *Dairy Cows on the Farm* by Cliff Moon (Wayland) does introduce the young reader to the concept that the calf is being fed an alternative food whilst we utilize the milk the cow has produced for her offspring. Simplification can also lead to errors, as in Moon's book where silage-making is identified as haymaking; dried grass is easier to explain.

Almost without exception the books reviewed are all of a didactic nature. In their instruction of the child - rather than seeing the child as a learner - these books do much to reinforce stereotypes. *Sheep and Wool* by T. A. Thompson (Blackwell) emphasizes the shepherd with his dog out on the hillside and the contrast between him and the work of the Australian sheep station. In describing the job of the boundary rider it states "This job is very suitable for the black-nick called Aborigines." and later "Any woolen town in the West Riding today is a mass of mills, large and small." This is a case of regular reprinting without revision. However, Ralph Whitlock in his book *Sheep* (Wayland) does an excellent job in putting the image of the shepherd and his dog into perspective.

Stereotyping can be more subtle than the examples given above; for example, in Blackwell's *Farms* (Little Learning Library) - a useful blend of simple text and attractive illustration - the cover shows the farmer driving away on his tractor leaving his wife, dressed in pinafore, heavy shoes and socks to feed the poultry; the horse-drawn cart stands outside the barn.

Such problems are compounded by the ever increasing number of "international" books designed for marketing in several countries. It can take a specialist several minutes to spot the idiosyncrasies so what chance has the teacher when selecting from a publisher's catalogue? *Farm Animals* by Angela Hart (Franklin Watts) is a very useful introduction to the subject for juniors, but inclusion of the Duroc (a popular breed of pig in the USA) and the North American Priesian only serve to mislead the newcomer. Similarly, *Farm Machines* (Wayland) began life in the USA and contains a

cotton picker. The same publisher's book *Tractors on the Farm*, aimed at a younger age group, clearly relates to what the pupil may expect to find in the countryside of Britain.

For the many children who can only experience animals through the medium of the City Farm, Olivia Bennett's book *A Farm in the City* (Hamish Hamilton) is a valuable addition to the primary school lists. This book features Mudchute Farm in London's dockland and portrays visiting children's work with farm animals and the wide opportunities of field work, bee-keeping and spinning.

What is particularly disconcerting about the books reviewed is the near total absence of the broader issues that relate to farming; no mention of farming and wildlife, no introduction to the farmer as an exploiter of the world's natural resources, no reference to the extensive use of chemicals of Western farming's dependence upon finite reserves of fuel. Neither does any of the books examined include any recognition of the imbalance between the countries of the North and the South. We live in a multi-cultural society and are sustained by an international diet, yet most farming books are parochial in the extreme.

In a conscious effort to examine only those materials that primary school pupils are using today the titles reviewed have been drawn from the stock of one primary school which, in turn, augments its supply by project loan kits from the County Library Service. Reference books date so quickly, yet how frequently can drawn cart stands outside the barn. Such problems are compounded by the ever increasing number of "international" books designed for marketing in several countries. It can take a specialist several minutes to spot the idiosyncrasies so what chance has the teacher when selecting from a publisher's catalogue? *Farm Animals* by Angela Hart (Franklin Watts) is a very useful introduction to the subject for juniors, but inclusion of the Duroc (a popular breed of pig in the USA) and the North American Priesian only serve to mislead the newcomer. Similarly, *Farm Machines* (Wayland) began life in the USA and contains a

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Two new publications extend the Keep Britain Tidy Group's Schools Research Project's range of environmental educational materials designed to further interest, awareness and concern for the environment.

Our Europe Environmental Awareness and Language Development through School Exchanges (£6.00 + £1.00 p&p), suggests ways of using the local environment to stimulate language learning during schools exchange visits abroad.

Waste Management and Resources, the fifth in the series of science units for 12-16 year olds, demonstrates the links between the science curriculum, industrial processes and environmental issues. Others include: Paper, Glass, Metals and Plastics (£12.00 + £2.20 p&p each).

For further details of these new publications and the learning materials for Primary Schools -

Look Around the Town for 4-7 years (£8.00 + £2.00 p&p) and Litter - an

Environmental Project kits for 7-9 and

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Roll 210
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Juniors. Practising Chri
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for Lower Infants. Vac
due to promotion. Pri
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appointments will
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Wembley, Middlesex E
6NF
Tel: 01-902 2871
(Roll: 587)
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as soon as possible th
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(Scale 1) for the in
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JUNIOR SCHOOL
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Tel. Witham 512270
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Required for September
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Church Street, Grant
Yeldham, Hereford
Tel. Grant Yeldham (0878)
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TEACHER Scale 1
Enthusiastic and covered
with current primary practice.
Closing date for above t
posts: 31st July 1985.
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Baintree CM7 6QA (fool
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PRIMARY SCHOOL** Pyness
Road, Harlow CM19 4LU

Tel: 0279 23489
(Roll: 236)
INFANTS TEACHER, Scale
Teacher for vertically
grouped Infant Department
required for September.
experienced Catholic wo-
men preferred but newly q-
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Apply by letter to He-
teacher enclosing c.v. (fo-
cap s.a.s. please).
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AND WORCESTER
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(AIDED) PRIMARY
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EXTRA

EFL and ESL

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Paddy Bostock on the role of poetry in language-learning

Poem Into Poem. By Alan Maley and Sandra Moulding. Cambridge University Press £3.25. 0 521 31856 4. Cassette £15.00 30005 3. An Outline of English Literature. By G C Thornley and Gwyneth Roberts. Longman £3.95. 0 582 74917 4.

In their notes for the teacher at the back of *Poem Into Poem*, Alan Maley and Sandra Moulding say: "... we ignore the poetic function of language at our own peril. It is the cutting edge of linguistic creativity and innovation, and the key to a feel for the soul of the language. Such claims may sound dated, but the effects of a generation taught a species of EFL/ESL 'Newspeak' are there to be seen. Most of what is offered neither encourages risk-taking with the foreign language nor provides any way of approach to the poetic use of language. They go on to argue that poetry, and by implication literature in general, is as much a form of language as any other, just as specialized and therefore just as teachable as, say, journalistic usage. The point could be put more forcibly by saying that EFL/ESL teaching has become a dehumanizing experience for both teacher and student precisely because literature has played practically no part in it. The signs are, however, that, fractionally at least, the tables may be turning. Maley and Moulding go on to say that poetry is memorable, that it enhances the learner's feel for the rhythms and melodies of the language and honours his or her

appreciation of the "weight and quality" of words when used outside the drab environment of everyday speech. But, above all, poetry deals in the universally human and, as such, can act as a powerful incentive to discuss, to reflect and wish to learn.

So enthusiastic does Mr Maley become in *Poem Into Poem* that he actually includes examples of his own poetry and of that other EFL author of distinction, Michael Swan - and most agreeable they are too. In addition to these talents, however, there are those of more generally recognized poets like Sylvia Plath, Louis MacNeice and Adrian Henri, as well as Paul McCartney, John Lennon and a number of less familiar names. Such examples, however, are not included as objects for hermeneutic exegesis for, as the authors say: "one of the reasons that poetry provokes a shiver of awe and revision may be the dusty, academic way in which it has so often been taught. The critical apparatus, like some unwieldy scaffolding, has obscured the clear lines of the poem constructed behind it. All the pieces, therefore, have been chosen to elucidate shared human experience such as love, old age, loneliness, pain, etc. and are meant as emotional stimuli rather than paradigms of intellectual achievement."

Whatever one thinks of this approach in the light of the broader field of critical discourse, it is hard to be unsympathetic to it in the EFL/ESL context. Quite apart from the actual gain in language awareness and control

the student may acquire, it could well lead him or her on to further study in more specifically literary areas later. Furthermore, by basing their book on the writing as well as the reading of poetry, the authors go a long way towards demystifying and democratizing an activity that has for long been seen as one carried out by other, rather special people. *Poem Into Poem* offers opportunities to listen to poems on the accompanying cassettes, to read them individually or in groups, to discuss their content and to write, together or alone, versions growing out of the experience. Although such activities may be seen as risible by traditionalists and have long been thought passé in the EFL world, the fact remains that they invite the student to reflect on the connectedness of language and emotion, and the special effect of literature on the human mind.

An *Outline of English Literature* is, as its title may suggest, a less ambitious project altogether than *Poem Into Poem*, which works on the assumption that the student has no particular need of background before putting pen to paper. It is, however, fulfilling a different function to Maley and Moulding's book and would be read by a student with different ambitions, as one embarking on a study of English literature rather than one practising a form of language control. With these caveats, however, it achieves its purpose reasonably well, skating breezily all the way from Beowulf to Stoppard and Stevie Smith, via all the main names in prose, drama and poetry in

the intervening centuries and including pieces of some of the great protagonists, whose works are dealt with in a matter-of-fact manner which manages to escape the pitfalls of simple listing. Writing sweeping histories (this one is a mere 197 pages long) is no easy enterprise, however, and the style does spill over into the idiom of 1966 and *All That* on several memorable occasions. On Swinburne, for example, the authors say: "Swinburne's poetry has been criticized for lack of thought; but the singing is splendid", and talking of Charles Reade, they

opine: "Charles Reade seems to have been a bad-tempered writer." But a keen cricketer, one assumes.

None the less, the book provides the student with an overall pattern into which to fit texts he or she may be studying and thereby offers a useful, if perhaps somewhat incomplete service. Its appearance is also symptomatic of an encouraging reversal of the trend away from literature in the EFL/ESL world and it is to be hoped that more publishers will take note of what could be a very exciting development.

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Applications from non-players of the O.C. and M.C.C. with relevant experience will be welcome. (03362)

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By Subject Classification

Art and Design

Heads of Department

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METROPOLITAN BOROUGH
HEAD OF ART/CRAFT/DESIGN FACULTY - Scale 4
FAIRSWORTH SCHOOL
Brierley Avenue,
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SCHOOL
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HEAD OF DESIGN (SCALE 3) for Art, Graphics, Workshop practice. Further details and application forms from the Headmaster, (S.A.E. please). (03362)

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Want to work in EFL?

Susan Norman gives some candid advice on how to break into the game

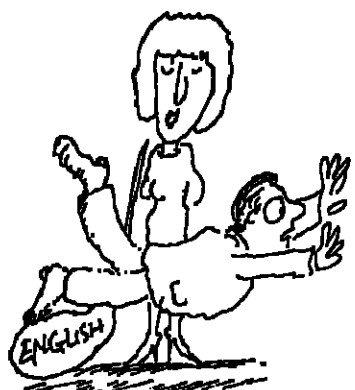
As one scans the increasingly empty columns for jobs in state education, it's the ads for highly-paid, tax-free contracts in the Middle East that attract attention to EFL. In fact, there always seem to be EFL jobs advertised at reasonable salaries and the profession as a whole gives one a great degree of flexibility and opportunity for travel abroad. How does one get into EFL? What is EFL anyway?

In Britain, the term TEFL (Teaching English as a Foreign Language) refers mainly to the teaching of English to foreigners in their own countries or to those visiting Britain for a short time to learn the language and then moving on. Americans use the term TESL (Teaching English as a Second Language) for the teaching of English to any non-native speaker. We reserve the term TESL mainly for the teaching of immigrants. TESL (both the American version and immigrant teaching) is outside the scope of this article. In fact British immigrant teaching falls under the auspices of state education although it is specifically excluded from the provisions of the 1981 Special Education Act, so it certainly does not qualify for the attention of those who are looking for big money.

State teachers of any subject might well consider adding EFL skills to their repertoire with a view to filling in those long summer holidays. If you live within easy reach of London, Oxford, Cambridge or the south coast, there are always jobs for teachers on summer schools and it is relatively easy to get a summer job abroad. However, I would advise anyone to think quite carefully before giving up a job in state education to move into EFL full-time. Constant complaints appear in the EFL press bemoaning the TEFLer's lot. Fly-by-night schools (of which there are still more than a few) give the profession a bad name and give teachers a bad time in terms of pay and conditions, but the main grouse is the lack of a professional career structure. Good schools do exist, and within this very mobile profession it is not difficult, if you have a modicum of talent, to move onward and upward fairly quickly. However, an upper-earnings ceiling is very quickly reached as you become a director of studies or move into teacher training and each time you move on it is all too easy to find yourself back at the bottom of the pile again.

It is possible to make big money in EFL. You have a world-wide market, so you only need write a couple of best-selling textbooks to find yourself in the millionaire bracket. More realistically, many people use their TEFL experience to move into other areas - publishing and broadcasting are popular, while some have gone on to educational or management consultancies. Staying within the profession, though, a relatively prosperous area is the teaching of ESP - no, not that ESP,

but English for Specific Purposes, where clients (Italian pilots, Afghan firefighters and Indonesian hotel workers are genuine examples which spring to mind) pay fairly large sums for tailor-made courses, some of which money is passed on to the teachers, rather more of which going to the course designers and those who employ them. There are of course still those big Middle Eastern contracts, but many of them are not available to



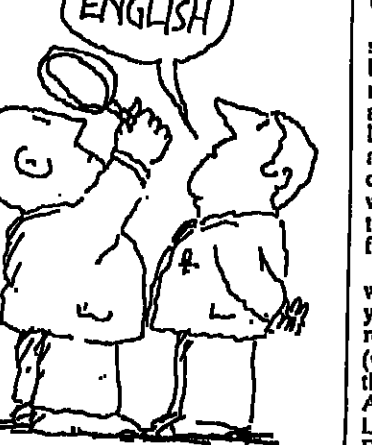
women and several of the men I know who have done them, feel they've earned every tax-free penny.

Although there are many people around the world making an adequate living from EFL with no more credentials than being a native speaker in the right place at the right time, nowadays, to have any kind of security, you do need qualifications. Schools which use their own methods or course materials frequently run induction courses for their own teachers, but although many of these are very valid, they are not universally recognized. The minimum acceptable qualification which should get you some sort of job is the RSA Preparatory Certificate. The course is usually run over four weeks and involves 100 taught hours of which a minimum of six must be supervised teaching practice and a minimum of eight directed observation of live lessons. It is highly practical, concentrating on classroom techniques and on ways of teaching the various aspects of language. No exam is taken although trainees must complete two written assignments of 500-1,500 words each on work of a practical nature. A list of the 23 recognized private and state institutions in this country which run such courses is available from the Royal Society of Arts (8 John Adam Street, London WC2E) in their booklet (£1.20) which also gives full details of

all their EFL examinations. Most better-paying jobs, however, require (as well as EFL experience) the RSA Diploma. Although the minimum number of taught hours is again 100 (including teaching practice and lesson observation), this is usually run as an eight-week full-time or one-year part-time course. It is designed as an in-service qualification and the RSA recommends that candidates have two years' relevant teaching experience in a variety of situations as well as a first degree from a British university, although selection is totally at the discretion of recognized course centres. Some centres also stipulate that trainees should have successfully completed the preparatory course. In order to obtain the actual diploma, candidates must pass the two three-hour written papers which are administered annually in the first week of June, as well as satisfying two external assessors in observed lessons.

It is possible to take the RSA courses abroad. There are recognized centres in such far-flung places as Hong Kong, Spain, Australia and Bahrain (to name four of the possible 10 countries) and non-UK residents may also be able to study for the Diploma under the Distance Training Scheme run by International House (106 Piccadilly, London W1) which is also one of the largest EFL teacher-training centres in this country.

But that's as high as recognized EFL qualifications go. It is now possible to do an MA in EFL as opposed to applied linguistics (previously the nearest relevant - although in fact largely irrelevant - subject), but this



worked or studied with them, but no central organization exists for this purpose. One possible job source, particularly for state-qualified teachers, is the Centre for British Teachers (Quality House, Quality Court, Chancery Lane, London WC2). They run numerous EFL projects jointly with governments or large companies abroad who frequently require teachers to be state-qualified in this country. They do require EFL experience (and preferably EFL qualifications too) but they will consider the teaching of immigrants as relevant experience.

When applying for jobs abroad, it is safer to be recruited through a British-based reputable source such as those mentioned. I have heard some miserable tales from people who answered likely-looking ads, only to find on arrival that not only were pay and conditions far from satisfactory, there was even some doubt about being able to get home again without prosecution for breach of contract.

To have some degree of security when applying for jobs in this country, you must check whether the school is recognized by the British Council (which has taken over inspection from the DES) or by ARELS/FELCO (The Association of Recognized English Language Schools/The Federation of English Language Course Organiza-

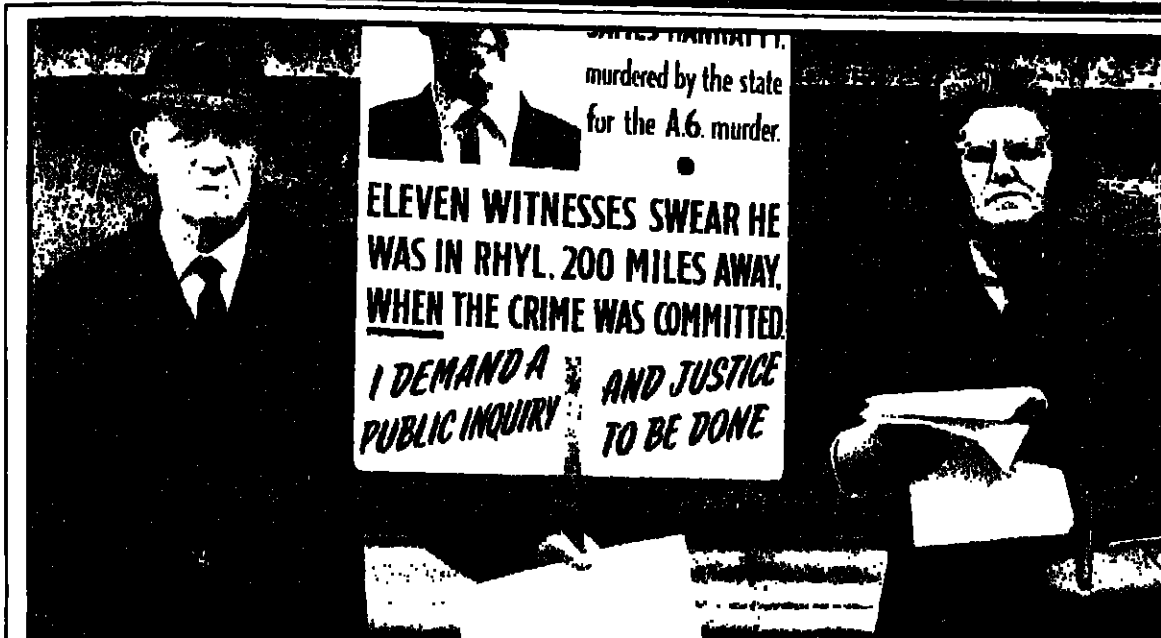
tions, 125 High Holborn, London WC1). ARELS/FELCO publishes a list of its members if you want to be methodical in your job search.

Once ensconced in a private language school you can typically expect to be teaching from 3-5 hours per day, five days a week. Classes in Britain are usually made up of 5 to 15 adult students of mixed nationality. "Adult" can refer to any age from 16 to 60. Classes are usually divided according to the learners' current language level, but how homogeneous the class is in reality will depend on how many available levels there are, which usually depends in turn on the size of the institute. Reputable classes abroad will be similar, although monolingual, ESP classes are typically smaller and grouped according to target need as much as by starting level. The automatic attentiveness and motivation assumed by many state teachers is easily lost if lessons aren't up to scratch, and in any case is balanced by the students' strong desire for value for money.

At this point I would like to disabuse certain people of the weird notion they have of TEFL (judging from comments at parties when one is unwise enough to admit one's line of work). It is not some odd mixture of translation, tap-dancing, non-sick saucer games and Shakespeare taught to wit. "Oh deary, deary me" Pakistanis as presented in that television programme which did us such a disservice. Current thinking on language teaching does not involve translation, nor is it necessary (or practicable) in a mixed-nationality class to speak the student mother-tongue, although some knowledge of other languages obviously makes one a more sympathetic and aware teacher.

If you are still interested, you can sample the delights of EFL with minimum expenditure and commitment by enrolling for the one-week introductory course run by two recognized course centres: Pilgrims (83 Vernon Place, Canterbury, Kent) and Linguarama (53 Pall Mall, London SW1). This or the preparatory course are also highly recommended to teachers of other languages whose classroom techniques are in need of a brush-up. Since English is a foremost world language and so much money has been made from it and ploughed into it, techniques and materials are frequently streets ahead of those available for the teaching of other languages.

There are still opportunities in EFL, but with standards rising all the time they aren't quite so easy to come by as they were in the boom of the late Sixties and Seventies. It certainly isn't as straightforward as my father obviously thought. He had heard about great opportunities for teaching technical English in China and having a technical background, he wrote asking me to tell him how to do the English bit. "You tell me the technical bit," I replied, "I'll go."



An illustration from Britain Observed: 1945 to the present day by Brian Harrison (European Schoolbooks £4.95). This book was originally intended to provide reading skills for advanced EFL students, but is now increasingly being used in the mainstream curriculum for English and Social Studies.

Self-help and hints

Main Course English: Encounters. By J Garton-Sprenger, T C Jupp, J Milne and P Prowse. Heinemann Educational £4.50. 0 435 28423 1

Main Course English: Exchanges. By J Garton-Sprenger and P Prowse. Heinemann Educational £4.50. 0 435 28434 7

Main Course English: Advances. By P Prowse and I McGrath. Heinemann Educational £4.50. 0 435 28450 9

Use of English. By Leo Jones. CUP £2.95. 0 521 26976 8

Elements of Pronunciation. By Colin Mortimer. CUP £2.95. 0 521 26938 5

Express 1. By Geoffrey Broughton. Collins £3.25. 0 01 370635 4

Developing Reference Skills. By T O'Brien and R R Jordan. Collins £3.50. 0 01 370662 1

Main Course English runs to an amazing 13 volumes and as many cassettes. Such a course demands to be taken seriously, if only because it weighs so much. It's probably better known by the titles of its three levels: *Encounters* (1979), *Exchanges* (1981) and *Advances* (1984). Now complete with computer graphics on the cover and full colour inside, it's being relaunched by Heinemann Educational, no doubt with the aim of making a substantial dent in the sales of the *Sireline* and *Strategies* series.

What are its chances? There is no doubt that the series is pedagogically sound. The language is presented functionally, and there are plenty of communicative activities for practice. There are formal grammar exercises in the Language Study sections and ample skills development work, especially in *Advances*.

The DIY sections are particularly useful. Students are helped slowly but surely towards autonomous learning. They are encouraged to learn English by their own efforts, both in the classroom and outside. In *Advances*, the leavestudy technique is used: the leavestudy technique is a short, snappy dialogue. A helpful introduction suggests various ways of exploiting the recorded dialogues, either with groups in the classroom or language laboratory, or for self-access work.

Unfortunately, the high language level means that the material is only suitable for students of at least intermediate standard. Also, the desire to include the target element as many times as possible does lead to some rather tortuous exchanges, even tongue twisters. This must be counterproductive. The annotation system is "user-friendly", particularly in the section on stress patterns - a notorious minefield. The cassette recordings now include a pause version of each dialogue.

Geoffrey Broughton describes *Express* as a "rapid revision course designed for students who are returning to English after a false start". Book 1 is intended to take students from false

beginner level to First Certificate, quite a feat in 72 pages. Broughton's introduction is provocative. His long experience of EFL has led him to the conclusion that the study of English is of intrinsic intellectual interest to students (and teachers) and that this motivating factor is all too frequently missing from modern course books. Vocabulary development is also, he feels, an area which has latterly been ignored. So we start with a challenge to current EFL orthodoxies. No bad thing in itself, but course books have to be judged on their content rather than on the persuasiveness of their introductions.

I am afraid *Express* will not appeal to teachers or students in Britain, since it doesn't set out to provide material which will motivate students to communicate, nor does it provide much in the way of intellectual stimulation. The Teacher's Book emphasizes the need to encourage discussion of the various topics. But this will be difficult with the boring texts and wooden dialogues provided. There are encyclopedia extracts, letters of application, newspaper articles about mortgages, personality questionnaires and unflattering cartoons. The vocabulary load is far too heavy, but the main objection must be that there is no real reason for students to get involved. It is presented badly for students to study and learn from, but it isn't clear how this is to happen.

Many of the units have a "Useless Information Department" with supposedly amusing facts. I am afraid that this heading could be used over much of the material in the book. For students with no immediate communicative purpose, perhaps in secondary education overseas, *Express* may find a home, but it is unlikely to make much impact on the home market.

The university library can be a daunting place, especially for the overseas student. *Developing Reference Skills*, the latest title in the Collins Study Skills series, is a practical guide to library systems and services. The aim is to help the student to track down information quickly and accurately, whether he is consulting an authors' catalogue, checking the contents page of a set book or trying to make sense of his first reading list.

There is a chapter on dictionary use, with plenty of helpful hints and exercises. However, examples are taken from three different dictionaries, so the coding of entries cannot be considered in any depth. The two most important chapters deal with book organisation (page numbering, contents, indexes) and library systems. Information and exercises are designed to help students with the real-life referencing problems they can expect to encounter.

The book contains a plethora of footnotes, appendices, glossaries and cross-references, so that students working through it, either alone or with a teacher, experience at first hand all the various ways in which academic English can be presented.

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All clear

The Student's Grammar of English. By Jan A van Ek and Nico J Rohat (Basil Blackwell) £7.95. 0 631 90060 8 £22.50. 90090 0. EFL teachers, advanced learners and university students alike will welcome this new grammar from van Ek and Rohat. Its 484 pages give enough detail to satisfy serious students, while being clear and practical enough for the practising teacher to use for reference before tackling any of the more tricky language points in the

classroom. Grammatical terms are used, but the authors have taken the trouble to explain all the technical words assuming no prior knowledge. Nothing is glossed over and sensible explanations are given for variant as well as standard formal and informal usage. No language school or English department can afford to be without one - and most English teachers will find it well worth the relatively small investment.

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Negotiate in English. By Gerald Lee. Nelson/Harrap Student's Book £3.50. 0 245 53917 4 £4.50. Teacher's Book £39.10. Two cassettes £7.00 + VAT. Business Reports in English. By Jeremy Comfort, Rod Revell, and Chris Stott. Cambridge University Press £3.50. 0 521 27294 7

Professional English. By Mark Ellis, Nina O'Driscoll, and Adrian Pilbeam. Longman. Coursebook £4.20. 0 582 74882 8 Teaching Guide £3.50. 74883 6. Two cassettes £4.84 + £15 + VAT. Good for Business. By Mark Fletcher and Roger Harragaves. Nelson/Harrap Student's Book £3.95. 0 245 53718 X Teacher's Book £2.95. 53719 8. Two cassettes £14 + VAT £3721 X

Negotiate in English is a very good book for students who want to learn to do precisely that. Negotiation skills and language practice are successfully integrated over 10 units, each of which culminates in a confrontation between which has been introduced in the course of the unit. Each has information unknown to the other and students can assess their performance in relation to their partner/opponent and other pairs in the class. The material is well thought out; there is an interesting

range of exercises, and the material can profitably be used with native speakers or non-native speakers at upper-intermediate and advanced levels.

Business Reports in English does exactly what it sets out to do: help students understand facts, organize them and present them clearly in a report. The six units are entitled: Collecting the information; Using graphs and statistics; Selecting and organizing the material; Presenting findings; Concluding and recommending; and Summarizing. The topics covered are standard to all business: administration, productivity, marketing and sales, finance and personnel. An appendix gives additional work on routine writing tasks and there is also a glossary of business vocabulary and key. The material is task-based and should prove interesting and challenging for upper-intermediate and advanced students - or again for native speakers of English.

Professional English is an advanced level course in English with the particular communicative needs of business and professional people in mind. The material is task-based and functionally oriented and all four language skills (as well as numerous business skills) are practised in a relevant context. The exercises are lively and interesting and the listening material is

particularly good (with a variety of native and non-native speaker accents) and well exploited. Students are assumed to have a good grasp of the basic structures of English and a good knowledge of business vocabulary, but anyone looking for an advanced course will find this one lively and stimulating. The Teaching Guide is slightly named in that although it gives answers and additional information, there are relatively few suggestions as to how to use it, although it gives answers and additional information, there are relatively few suggestions as to how to use it.

Good for Business is a remarkably old-fashioned book for a recent publication. There are long dialogues in full in the unit, standard comprehension exercises, grammatical drills, guided dialogues and roleplay/pair work, all at intermediate level in a business setting dealing with standard business matters. However, it contains none of the tasks, problem-solving or student-oriented exercises we have come to expect when there is so much excellent business English material on the market now. The course may still be worthy for all that, but ultimately, both in presentation and in content, it's rather dull.

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Swann: NTESLA's response

by Katherine Hallgarten, joint chair

After six years, the Swann Committee has presented its findings in a tome weighing over a kilo. Much of this is overwhelming evidence of that "most insidious and pernicious form of negative prejudice in our society". Racism, a term the Committee consistently avoids, affects educators and those being educated.

For all its bulk, there is little weight behind Swann. The Committee excels in diagnosing the problems, but does not insist on priorities and programmes for action.

The National Association for the Teaching of English as a Second Language to Adults is implicated in these practices, as indeed are all those involved in education at every level. We are in the process of examining our own structures, curriculum and practices in the light of anti-racist initiatives.

The association's submission to the Swann Committee in 1982 emphasized the need for extra time for bilingual students in the 16 to 19 age group to allow "catch-up time" for both language and general education. Post-16 education must therefore play a proportionately greater role than it does for young people educated in this country. Further education must also be seen as an integral part of a system which takes young people from school to higher education or training.

In some education areas these needs are now being recognized: language support in FE courses is increasing; young people for whom English is not a first language can often enrol on YTS up to age 18. The take up of YTS among bilingual young people has been very slow (Stewart 1983). With increasing emphasis on Mode A employment, opportunities for bilingual students become even more restricted. The dice are as loaded against them in YTS as, according to

Swann, they are in the schools. NATESLA welcomes the fact that the committee has given high priority to fluency in English as a means of securing equality of opportunity. However, the association supports the views of Hargreaves and others, including some local authorities, that pupils who use a language other than English should be encouraged to build on their bi-lingualism. "Fluency in a language other than English is not, in itself, a handicap, but an achievement and a positive resource" (Hargreaves 1984).

The Swann Committee proposes that community languages use the responsibility of the community with some proposal for support from local authorities. We think that the issue is sufficiently controversial for Swann to have been less dogmatic. Is it really necessary for mother tongue teaching to be so firmly marginalized outside the mainstream curriculum in order to place "English-for-equal opportunity" at the centre of the stage? Once in the "optional" arena we all know how vulnerable mother-tongue teaching may be to the whims of local policies, personalities and funding.

Association members across the country have commented on the disadvantages faced by bilingual students when taking exams. "The cultural content and underlying assumptions of many examinations are monocultural: British, and study skills and examination techniques are often unfamiliar to second language speakers" (HFEA HETC Guidelines, 1985). We therefore endorse the Swann recommendation that "Examination Boards should reflect cultural diversity".

We support all the recommendations which will increase the proportion of ethnic minority teachers in schools and which will ensure a pluralistic perspective, though note with some

regret that the Swann Committee does not advocate positive discrimination. We would urge a wider acceptance of parity hiring which works towards equalizing the numbers of ethnic minority teachers with the proportion of ethnic minority pupils.

The recommendation to expand access courses is also welcome, especially for bilingual students from ethnic minorities. It is, however, essential that language support be integrated into these courses. There is evidence that support is also required at the post-access phase for students on HE courses. Regrettably, the Secretary of State has refused to make mandatory grants for access courses.

The association endorses the message of "Education for All", namely the need for fundamental changes in attitudes to enable children to flourish in a multi-cultural society, and we join the Swann Committee in insisting that these changes will only happen if Government takes a lead in demonstrating commitment by making funds available for the necessary resources. Without funds, "Education for All" is a hollow and spurious exercise. We do not believe that within the present system, teachers alone can carry the burden of change.

The Secretary of State should reconsider his immediate refusal to recommend mandatory grants for access courses and extend such funding to all ethnic minority communities, (and to Scotland at the same time).

The Swann Report gives us a just (or less unjust) society. The DES must now show us a programme for action, a lot of priorities, recommendations for good practice and a systematic monitoring of performance.

The author is Joint Chair of NATESLA

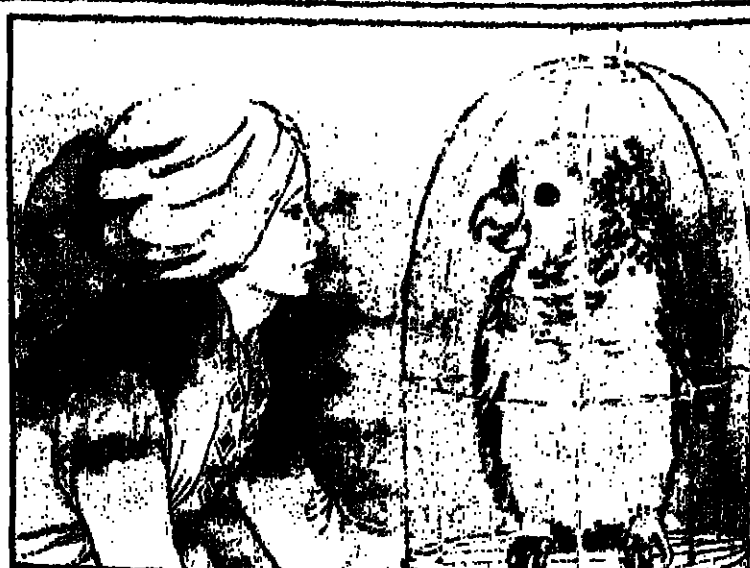
Tongue-tied

"This child hasn't said a word since she came to us four weeks ago," said a teacher genuinely worried about a five-year-old Pakistani girl. What she wasn't aware of was that Margis had told me, only four days after her arrival, all about her pet dog, her baby brother, a grandmother who had arrived from Lahore, her new shoes, and her dislike of Steven who delighted in pulling her hair in class. I was teaching her English as a second language through her mother's tongue, and I was staggered at her command of Urdu.

When I began my teaching career in England in 1973, it would have been unnatural for me not to use the children's language if it was also my own. When teaching them to speak English, we had been advised to refrain from this method as "children need to use English in order to learn it". But how do you "use" a language in conversation when you can't speak it?

There were many new arrivals from Pakistan, Bangla Desh and India. I taught the seven to eleven-year-olds. Though I was well-versed in Urdu, I was not a native speaker. It was only when I broke into Hindi/Urdu, that their faces lit up and the barriers were lifted. I dearly wished I could speak Bengali, Punjabi and Chinese as well. We had a wide range of languages spoken by parents so I turned to them for help. Fortunately, we had an understanding headmaster whose attitudes to ESL and the children's own languages was definitely positive.

Some years later I taught at another school. I found it very depressing to see normally active four or five-year-old non-English speaking children sitting in mute silence in a classroom, often withdrawing completely, because the gap between home and school had not been bridged. For a young child the language of the home is part and parcel of his or her own cultural and social identity. The transition from home to school can be traumatic for the child.



From Sushella Stone's story Mitthu the Parrot. Illustrated by Heather Dickson. One of Luzac's dual language Storytellers edited by Jennie Ingham (see article opposite).

if there is no continuity and liaison between home and school, particularly if the school is a place where no one can understand what the young child says. How can he be expected to learn required behaviour and skills from people who speak a different language? Children who do not speak English as a first language are seriously disadvantaged educationally and will be slower to progress with school work if their use of their mother tongue is not accepted and catered for in school.

Concept development and language development go hand in hand. We need to be constantly reminded of the quotation from the Bullock Report (A Language for Life 21:5) "No child should be expected to cast off the language and culture of the home as he crosses the school threshold".

At the primary school where I now work as a part-time ESL teacher, this policy is a reality. The school is privileged to have five Asian members of staff. One is a full-time class teacher, the other four are part-time oral and literacy skills in Urdu is part of the junior school curriculum. Children with little or no English are helped in Bengali and Urdu. All the children in the nursery and the children in

Urdu. It has the particular advantage of involving all children in an activity of shared enjoyment which extends their understanding of different cultures. The Urdu classes in the junior school are open to all. A Punjabi-speaking Sikh lad showed an interest in this language, and recently, a five-year-old Jamaican boy was encouraged to join the class when he was heard speaking in Urdu to his Pakistani friend. Others are also beginning to show an interest.

All objects of interest are labelled in several languages throughout the school. Learning about language diversity is a natural and accepted feature of the classroom. It permeates the curriculum as a whole as well as being a worthwhile area of study in its own right.

There has recently been a storytelling revival among the majority population in this country. The enthusiasts are mainly middle class people who look to an earlier time and try to build on a tradition which is now generally unfamiliar. *Dallus and Dunsy* provide the stories most discussed in school and workplace. But among other cultural groups there has been no break in tradition; the oral method of passing on favourite tales is alive and well. And this has provided a rich source - ironically - for written materials which should be indispensable to imaginative ESL and mother tongue teachers.

The books, attractive paperbacks all delightfully illustrated, will stand comparison with anything in mainstream children's publishing, something their editor Jennie Ingham was particularly anxious to achieve. There are six titles so far, published in dual editions of up to seven languages, each with English, and divided into various series: Young Storytellers, for reading to small children; Fables and Tall Tales, broadly junior; Fairy Tales, which are sometimes quite complex and could be junior or lower secondary and the Akbar and Birbal series which are for anyone with a sense of humour. They are published by Luzac, a company with a long-established reputation in publishing Oriental language books, for whom this is the first brave venture into children's literature.

Everything has happened apparently very quickly - Luzac have got the books in to the shops in a matter of months - but the project out of which they grew has been going on for some years. Jennie Ingham came from a Yorkshire 13 - 18 comprehensive, where she had been head of the general studies department, to Mid-diesex Polytechnic in 1982. As research fellow to the Reading Materials for Minority Groups Project, funded by the All Saints Educational Trust, she set about discovering what kind of materials were needed and found, through numerous visits to schools and homes, that there was a bank of stories still being told by older members of the ethnic communities around the Poly.

The work concentrated on the three local boroughs of Enfield, Haringey and Barnes where the preponderance of people from the Indian sub-continent has led to more South Asian stories than others in the series so far. But there are Greek and Turkish ones too and there will be Arabic and Chinese in the near future.

Jennie emphasizes the importance of personal contact. Once the collection was under way the word spread



Trading fables

Heather Neill talks to Jennie Ingham about her storytelling project

and people would phone up offering stories that they had been told by their grandmothers. Soon there was a network of contributors. People were recorded in the act of telling the story to someone and it was transferred to print in a form as near as possible to the oral. Sometimes memories were jogged: in one case a storyteller pieced together three-quarters of a tale from her childhood but had to return to her village in Cyprus for the rest of it. So successful has the process been that there are already 70 titles planned and, if funding can be found, Jennie hopes to establish a national community folk tale centre at the Poly.

Correct and lively translation is obviously crucial if, say, a child whose first language is Greek is to appreciate the spirit of a story from Bangladesh and vice versa. Translators are therefore part of the editorial team, along with the illustrators. Again Jennie goes for personal contact: "We never send things away to be illustrated". Styles of illustration vary from the cartoon

humour of Mikel Hori in *The Hare and the Tortoise* to the stark realism of Amanda Welch in *To Heaven and Back* for which the artist used her local shopkeepers as models.

Is there a danger that capturing the stories in print will fossilize them? After all, part of the storyteller's art is to respond to a particular audience in a particular time and place. Jennie acknowledges the possibility but says, "In our culture people are likely not to be reached at all unless the tales are written down, so in fact the series could encourage storytelling". Certainly the books ought not to be confined to school language departments, invaluable though they will be there. They can be enjoyed by all children as memorable stories in their own right.

Luzac Storytellers are available from bookshops at £2.25 each. In case of difficulty contact Department S, Luzac & Co Ltd, 46 Great Russell Street, London WC1B 3PE

Steps to vocabulary

Ann FitzGerald on a language project devised by Sadlers Wells Royal Ballet

Liz Harrington, specialist ESL teacher for the infant department of Cape Hill Junior/Infant School in Smethwick, Birmingham, was sceptical when the school was "adopted" by Sadlers Wells Royal Ballet for a six months' pilot scheme.

Liz (who takes 70-80 ESL learners out of their infant classes each week for small-group work), says "I felt very cynical at first wondering whatever role classical ballet could have for my infant groups but within a very short time I was completely won over. It was obvious that the children were so excited by it all and that excitement became a catalyst for a variety of language work."

Ballet workshops were given by Jane Hackett (SWRB's Special Projects Officer), taking a class at a time right across the age range. "The children came rushing to show me what they'd been doing in their dance class," says Liz, "and immediately we began building up a vocabulary of physical movement to go with what they were doing: point your toes, bend your knees, stretch your arms, up... out... wide... Class teacher Bodumilla Varley was quick to follow up the oral/physical work with picture worksheets of different positions and activities: what do we use our legs for? ... jumping, running, dancing, etc."

For the juniors, too, physical skills experienced in the workshops proved a catalyst for language. Shirley Harrison who takes ESL groups from among the 8 to 12-year-olds explains: "at this stage they have established the basic vocabulary but still have insufficient command of the language to hold their

own in class, particularly in discussions. They had found the dance exercises exciting but hard to do and their efforts to talk about it developed a new vocabulary of muscles, tendons, ligaments, the sort of injuries dancers get, how they guard against injury and how they loosen up... limber up... warm up... etc. The important factor in all this was that the children wanted to talk about it so we were using language with a purpose, following the natural inclination of their interest at the time."

Thanks to special funding which SWRB received from GEC, Jane Hackett was able to feed in a new stimulus every few weeks. A visit to Birmingham Hippodrome produced new technical terms: stage, wings, fly tower, lighting box, follow spot, all unfamiliar to the native language speakers too, something which gave the ESL learners a more equal starting base, for once, in follow up work in class.

Workshops on stage make-up gave Liz Harrington an opportunity to introduce the language of feelings and emotions. With a few sticks of make-up, her infant groups painted sad, happy, funny, faces and made up simple conversational sentences - he is laughing... why is he laughing... because he is happy."

Music from the two ballets the children would eventually see, *A Little Red Riding Hood* and *The Tale of Beatrix Potter* was becoming increasingly familiar with use, a familiarity which Liz Harrington used for listen skills: "When you hear the thunder storm,

look frightened, or 'listen for the cock crowing, that's when you wake up'."

Well-known ballet stories formed part of the content of junior English lessons and Shirley Harrison made sure her ESL groups kept up, with a cloze game on the plot. "This is the only time I used formal ESL worksheets. On the whole I didn't want to reduce this exciting project to such a mundane level," she says. Instead, she helped her groups to join in the art project of each class illustrating a story with a large collage picture for the Hall. "Pineapple Pops" gave me the chance to help them look in books for ships, costumes, hairstyles of the period and to talk about them; material which was also relevant to work they were doing on the sea/ships/sailors in their mainstream classwork, and additional help with vocabulary for their writing in these lessons."

But perhaps the most important aspect of the project has been to set European classical ballet in the wider context of dance as a whole. Visits to the school, (arranged by SWRB) for workshops and performances, by the Afro Caribbean dance troupe, Kokuma, and the classical Indian dancer Piali Ray, gave the ESL pupils a tremendous sense of pride. After these visits they just seemed to walk a bit taller," says Liz Harrington, "and they could see something from their own culture given its place in the world of dance." Parents were also invited to these performances and this made a valuable link between work at school and experiences at home, a link which is often difficult to establish.

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Business Information. By Greg Spiro
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It is no accident that two such similar books should be published at the same time - they fill an obvious gap in the market, particularly abroad where authentic business documentation is hard to come by. There is little to choose between them and business schools practice. The follow-up in *Business Information* is oriented more towards further project work. Each provides a partial key - in the case of *Business Information* this is sensibly situated at the middle of the book so it can be extracted if the book is used in class. The *EFL* exploitation has been deliberately limited so that the books are very accessible - individual units can be used to supplement any other core material. In the case of *Business Information*, the projects can form the basis of a short course. Teachers of business in this country (on BEC courses, for example) might also find the material very usable.

Business Information. By Greg Spiro
Edward Arnold £2.95. 0 7131 8020 X
Business Reading Skills. By Michael Nelson/Harrap £2.95. 0 17 555660 X

The enormous demand for EFL teachers in Japan shows no sign of abating. Apart from cash reward, if you value the English language and can teach it, go out there and do so because it is threatened by bad teachers exploiting the boom.

Every type of person is taking lessons. In a mere eight months in Japan I taught children, teenagers, students, housewives, business men, factory workers and a nun in his seventies. All had their different motives: company workers studied because they were told to, others for fun and still others because it was the latest craze, the thing to do.

As a result, there is a lot of poor teaching by those without either qualifications or talent. However, as many Japanese take lessons in order to meet an English speaking "gaijin", (meaning foreigner), being nice is probably more important than being a good teacher. Those with any linguistic conscience either cringe or split their sides at the excesses of "Japanglish" especially evident in advertising. The rear of my jeans bore the legend "Hi cost performance jeans, neat and retelling twice-wear promised "The Power Look for the Country Centre". A shop named "ATHELETE'S FOOT" and a student's T-shirt bafflingly read thus: "Since 1957, proposing the active days with sweet smile to devote ourselves to the precious adolescence." Amen to that.

Most EFL teachers in Japan have a fairly light schedule. Twenty hours work a week earns you on average about £250 a week. The busiest, and often least paid, are those who are contracted before coming to Japan. Depending exclusively on their employer and being contractually bound to work only for him sometimes prevents them from supplementing their income with lucrative casual work which can suddenly materialize. I have heard both of over and under work

down is, I think, the failure to list the vocabulary which needs to be pre-taught in each case. Also, the line allocated is frequently under-estimated. Part 2 contains worksheets, diagrams, pictures and texts for 47 of the activities; one is invited to photocopy at will, though the relatively small page size (approximately 16.5 x 23.5 cms) is a limiting factor. The teacher in a hurry can find easy access to *Keep Talking*, particularly by skimming the summative activities list at the end, the language and level index, or the list of "special acts" (the latter term being helpfully conflated with "functions") and their accompanying linguistic realizations.

The common sense emphases of the book are occasionally let down, especially in regard to some of the discussion on classroom organization; (space, well-equipped schools and motivated students are assumed). One possibility, called "Network", involves groups of 10 spread out in the classroom, passing a ball of string round to various speakers; a web is thus formed, indicating the resulting communication patterns. Being garrotted is consequently a new hazard to be faced by the communicative teacher. But then, one man's insanity is another man's innovation.

Part One consists of group activities such as jigsaw tasks (Questions and Answers), problem-solving (Discussions and Decisions), and role play (Stories and Scenes). The chapters have a useful skeletal overview of the exercises at the beginning and individual games are described under the following headings: Aims, Level, Organisation (ie individuals, pairs, groups, classes), Preparation, Time, Procedure, and Variations. A weakness of this seemingly definitive break-

down is, I think, the failure to list the vocabulary which needs to be pre-taught in each case. Also, the line allocated is frequently under-estimated. Part 2 contains worksheets, diagrams, pictures and texts for 47 of the activities; one is invited to photocopy at will, though the relatively small page size (approximately 16.5 x 23.5 cms) is a limiting factor. The teacher in a hurry can find easy access to *Keep Talking*, particularly by skimming the summative activities list at the end, the language and level index, or the list of "special acts" (the latter term being helpfully conflated with "functions") and their accompanying linguistic realizations.

How deep is your bow?

Dominic Bullock on the Japanese experience

among pre-contracted teachers. There are hundreds of private English teaching companies in Tokyo, and a lot in other big cities. Their rip-off scope is limited if you are uncontracted because you simply turn up, teach and pocket your fee. However, the catch is that every teacher requires a teaching visa and to get one you must be sponsored by either a Japanese individual or a potential employer. On entry into Japan, you are issued with a 90-day tourist visa which is easily renewable. The task then is to find work, actual or potential, and this is not as difficult as it sounds, especially around September or April when most yearly posts are filled. If you hold a recognized TEFL certificate and you have some experience, you are bound to be in demand. American English has a special pulling power for obvious reasons, which can

be irritating when the blurb on your hard won degree certificate ("honours" or "second class") is not understood. On the other hand, some Japanese make a special plea for English.

Once sponsored, the visa process lasts about three months and involves two visits out of the country, first for visa application and second for its collection. Hong Kong or Korea are the cheapest alternatives. Accommodation is expensive unless you settle for hostels (rents are about 30,000 yen per month, roughly £100) or are lucky enough to be housed by your employer.

As well as a deposit, renting an apartment involves "key" money, usually about two months rent in advance, but unlike a deposit you don't get this money back. Average monthly rent for a small place, say two five mat rooms, in all perhaps 100 square feet of living space if you're lucky, is about ¥40,000 (£135). You

quickly get used to limited space when there are no chairs and bedding is folded away in a cupboard for the day. If there is no bathroom couch yourself fortunate, because you have no choice but to enjoy the simple luxury of the public bath ("sento") as a regular habit, not just a tourist novelty.

Many teachers complain with some reason about the reticence of the Japanese and consequently of unimpeachable work, especially in low level classes. In a society of such precise codes of conduct, where different depths of how denote levels of respect (how deep is your bow?) you cannot help worrying whether for example, forklifting old Mr Suzuki minds being a waitress in the class room play. They are not usually very challenging or questioning students, which partly explains why some teachers get by on chat rather than teaching ability. Nevertheless, more advanced students are often delightful - articulate, informed and open.



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Scale 2 Posts and above

SPECIAL DEPUTY HEADSHIPS (continued)

HUMBERSIDE COUNTY COUNCIL

EDUCATION COMMITTEE

GRIMSBY DIVISION

SPECIAL DEPUTY HEADSHIPS

Second Avenue, Grimsby DN55 1NU

Required for January 1986

DEPUTY HEAD TEACHER (GROUP 4/5)

An enthusiastic and committed teacher, preferably with a degree or higher qualification related to the curriculum of children with severe learning difficulties. The ability to take a major role in the development and implementation of a curriculum is essential.

Application forms and further information obtainable from the Head Teacher at the school (contact by 5th July 1985).

160032

Scale 2 Posts and above

CHESHIRE EDUCATION COMMITTEE

BARNET COUNTY JUNIOR SCHOOL

Townfield Lane, Barnet, Northwich, Cheshire

Tel: Northwich 74784

TEACHER SC. 2 plus SCA

Required from January 1986

A committed and enthusiastic teacher required for a unit of children with moderate learning difficulties. This unit is seen as very much of a school and commitment to integration with mainstream and non is essential. The successful candidate will be expected to take a lead in development of a curriculum which is in the whole school.

Please state which areas are offered. Candidates are encouraged to apply to the school before the closing date.

Closing date: 12th July 1985. (105673) 160030

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the County.

Temporary housing may be available.

Generous relocation expenses in approved cases.

DEPUTY HEADSHIPS

TEMPLE COURT SCHOOL (M.L.D.)

Boxgrove Lane, Guildford, Surrey GU1 1TE

DEPUTY HEADTEACHER required from January 1986 for this Group 7(8) School.

Further details and application forms (s.a.e. please) from the Area Education Officer, 14/b North Street, Guildford, Surrey GU1 4AF.

Closing date: 12th July 1985. (10023)

City of Birmingham Education Department

Deputy Headteacher Group (S)

Pringle School, Perry Common Road, Edgbaston, B15 2JF

Tel: 021 373-5483.

This school for children of all ages who have visual impairment has a well equipped campus with two other special schools. The successful candidate will be involved in an exciting staff to much innovation and development planned for the campus. Candidates should have experience of working with visually impaired pupils and preferably hold an experience advanced qualification.

Deputy Headteacher Group (S), Bridge School, 280 Reservoir Road, Birmingham B23 8DE.

Tel: 021 373-5483.

This highly successful school for primary age pupils with severe learning difficulties requires an experienced teacher who can take a leadership role with an innovative approach to staff.

Application forms and further details available (enclosing large s.a.e.) from: The Chief Education Officer, Room 307, 6-7/10, 11 School Division, City of Birmingham Education Department, Margaret Street, Birmingham B3 3SU.

Closing date: 12th July 1985.

AN EQUAL OPPORTUNITIES EMPLOYER

BIRMINGHAM CITY COUNCIL

DERBYSHIRE

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

PUBLIC RELATIONS SERVICES

25/2/11 Park XX, 160020

LONGPORT SPECIAL SCHOOL

Longport Road, Canford, Dorset

Required for January 1986

Teacher for a class of Nursery aged children with severe learning difficulties. The successful candidate will have a degree or higher qualification related to the curriculum of children with severe learning difficulties. The ability to take a major role in the development and implementation of a curriculum is essential.

Application forms and further information obtainable from the Head Teacher at the school (contact by 5th July 1985).

160030

HEREFORD AND WORCESTER COUNTY COUNCIL

WESTFIELD SCHOOL

Longmeadow, Hereford

Required January 1986

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Closing date: 12th July 1985.

Independent Schools

Deputy Headships Second Masters/ Mistresses

SUFFOLK
NORFOLK SCHOOL
Burying Road, Felixstowe
IP11 7EX
Day School for 60 pupils aged 4 to 11.
DEPUTY HEAD September. Young, qualified, able and willing to teach very competently English and Mathematics, particularly in the seven-to-nine-years age range. Ability to coach cricket, soccer and swimming an advantage. Further details from the Headmaster. Tel: 0394 285493. (15809) 180012

UPLANDS SCHOOL, POOLE, DORSET HEADSHIP

The Governors invite applications for the post of Headteacher of this independent co-educational day school for pupils aged 4 - 18. Current enrolment is 316. The post becomes vacant on 1 APRIL 1986 (or earlier).

Salary is Group 6 or 7. D.E.S. Superannuation Uplands is situated in a delightful residential area two miles from the Poole and Bournemouth beaches and is midway between the Purbecks and the New Forest.

Please apply, by letter, for further particulars and application form to: Clerk to the Governors, Uplands School, 40 St. Osmond's Road, Parkstone, Poole BH14 9JY. The closing date for receipt of completed application forms is 15 August 1985

(18025)

ST GEORGE'S SCHOOL FOR GIRLS EDINBURGH

Further applications are invited for the appointment as

HEAD

From 1st September 1986 following the appointment of the present Headmistress, Mrs J. L. Clancy MA Dip Ed as Head of North London Collegiate School. St George's has over 850 pupils from the age of 5-18, including 110 boarders. There are 150 pupils in the Sixth Form and the School has proud academic traditions. Details of the post and method of application may be obtained from The Secretary of St George's School for Girls, 1/4 Athol Crescent, Edinburgh EH3 8LQ. Tel: 031 229 9181. Completed applications to be returned to that address by 30 September 1985.

(18048)

Appointments in Scotland

EDINBURGH
**HIGHLAND DRAMA
ADVISER**
**SCOTTISH COMMUNITY
DRAMA ASSOCIATION**
The above post will become vacant in September 1985. It entails work with amateur groups throughout the Highland area. It is an interesting and demanding position and requires skills in coaching actors and directors and also expertise in technical matters such as lighting, sound and property making. Further details may be obtained from: The Administrator, S.C.D.A., Salfire House, 15 Athol Crescent, Edinburgh EH3 8LQ. (031) 229 9181.

GLASGOW
**SPRINGBOURNE ST. JOHN'S
C.C. LIT. & D. SCHOOL**
Edinburgh G3 3JF
HEADMASTER
Applications are invited for the above post which will become vacant on the early retirement of the present incumbent.

The Roman Catholic residential school provides accommodation for boys aged 14 plus on admission from Children's Hearings and the Board of Managers are professionally qualified in education or social work who has, up to date knowledge of current trends in child care, education and community involvement. Applications should be made in writing by 3rd July 1985 to: Mr. J. A. McNeill, The Registrar, 43 Church Road, Hove, East Sussex BN3 2BT. (18085)

Previous Applicants need not re-apply. (18085) 170000

Remedial and Special Needs Teaching Posts Other Assistants

OXON
SINFOR SCHOOL
Sibford Ferris, Banbury, Oxon OX15 5DL
SINFOR SCHOOL offers a remedial and special needs unit for children with learning difficulties. The unit is designed to give experience to those who are considering working with children who have learning difficulties. Applications are invited from candidates with a relevant background, e.g. Education, English and the Social Sciences. A small allowance is paid and food and accommodation provided. Apply in writing to Jim Graham, Headmaster, as soon as possible. (15450) 181094

By Subject Classification

Classics

Other Assistants

HERTFORDSHIRE
ST. FRANCIS' COLLEGE
Leitchworth, Herts, SG6 3JF.
Tel: (0462) 70511
G.B. O.R.A., G.S.A.
Independent day and boarding school for girls, 300 on roll; 11 to 18 year olds. Required for Autumn Term, 1985.
Teacher of Classics - Scale 1 or 11 (Temporary or Permanent). Holder of a degree in Latin and Classical Studies (preferably with a specialisation in Greek and Latin). The Headmaster will be pleased to consider applications from graduates with relevant experience. Please apply with brief details of experience and qualifications and names and addresses of two referees to the Headmaster, St. Francis' College, Leitchworth, Herts, SG6 3JF. (15661) 181624

(18025)

Hurstpierpoint College Hassocks, West Sussex APPOINTMENT OF HEAD

Applications are invited for the post of Head for this Woodard School in membership of HMC, with boys aged 13-18. The post becomes vacant in April 1986 when the present Headmaster, Mr R. N. P. Griffiths, JP, MA becomes Deputy Secretary of HMC. Applicants must be graduates and communicant members of the Church of England. Application forms and further particulars can be obtained from: Mr I. A. McNeill, The Registrar, 43 Church Road, Hove, East Sussex BN3 2BT

(18085)

CENTRAL REGIONAL COUNCIL An equal opportunities employer Education Department

ASSISTANT PRINCIPAL TEACHER OF RELIGIOUS EDUCATION Alloa Academy (telephone: Alloa 214979) Responsibility Payment £1,284

Further details are available from the rector of the school. Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland. Application forms are available from the Director of Education, Room 205, Viewforth, Stirling, to whom they should be returned not later than Monday 22nd July, 1985.

(18082)

Computer Studies Heads of Department

Other Assistants

WALES

COMPUTING

A graduate in Computer Science (or equivalent experience) is required to take charge of a computer Department of a well established and rapidly expanding A-level College from Sept. 1985 on Scale 2/3.

Candidates who have an interest in developing computing applications in the school attached to the college will receive preference. Apply to: The Principal, New College Engineers Institute, Building Park Plaza, Cardiff, (15905) 180184

Other Assistants

NORTH WALES
RYDAL SCHOOL
Colwyn Bay, Gwynedd, North Wales LL57 2JF
Computer Studies Other Assistants
Independent HMC Co-educational 13-18 years Required for September 1985 a graduate to encourage the development of computing throughout the school both as a specialist activity and as a service to the academic departments. An ability to teach another subject at a junior level would be welcome. Salary Band 1 plus according to qualifications and experience. Please apply with C.V. and the names of 2 referees to the Headmaster, Rydal School, Colwyn Bay, North Wales. (15635) 182024

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Craft, Design & Technology

Other Assistants

SUFFOLK

SUMMERHILL SCHOOL
Teacher of C.D.T. to 'O' level standard. Some knowledge of A.S. Nilla methods an advantage. Opportunity for teaching in the Woodwork and Textiles departments. Apply with reference to 204 Headmaster, 1111 Pym, Thurston, Suffolk, Tel: 0728 830030. (15804) 182124

Apply to: The Principal, New College Engineers Institute, Building Park Plaza, Cardiff, (15905) 180184

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Economics & Business Studies

Other Assistants

HENDON

THE ALBANY COLLEGE
Independent 5th & 6th Form College
Member of C.I.P.E.
Requires a part-time A level Economics Teacher and a part-time A level Business Studies Teacher for September. Apply with reference to 204 Headmaster, 1111 Pym, Thurston, Suffolk, Tel: 0728 830030. (15804) 182124

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INDEPENDENT EDUCATION

Other Assistants

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM8 3JF
539 girls on roll, 140 in Sixth Form
DEPARTMENT OF BUSINESS STUDIES - SCALE 1
Head of Department required for September 1985. To teach Business Studies and Literacy. A qualified and experienced teacher to teach up to 'O' level. Applications, in writing only to the Principal at the above address. (12962) 182424

Apply to: The Principal, New College Engineers Institute, Building Park Plaza, Cardiff, (15905) 180184

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Apply to: The Principal, New College Engineers Institute, Building Park Plaza

COUNCIL

COLLEGE OF FURTHER EDUCATION

(continued)

MID GLAMORGAN COUNTY COUNCIL

EDUCATION COMMITTEE

ABERDARE COLLEGE OF FURTHER EDUCATION

LECTURER IN COMPUTER STUDIES

The successful applicant will lead a team of staff in the development of a new degree course and will be required to:

- (i) Act as course coordinator for the BTEC National Diploma and Certificate courses.
- (ii) Teach appropriate modules on these courses.
- (iii) Contribute to the wide variety of other computing and information technology courses offered by the department.

The successful applicant must be a graduate of HND/HNC Computing qualifications and have experience in further education. Recent, relevant industrial/commercial experience would be an advantage.

Salary: £27,548 - £32,095.

Application forms to be sent to the Principal, New College Durham, by 10th July 1985.

On receipt of a stamped, addressed envelope from the District Education Office, Old Road, Grammar School, Birkenhead, Merseyside, L35 9EF, the successful applicant will be invited to an interview.

For further details please see below next vacancy.

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NORFOLK COUNTY COUNCIL

NORWICH CITY COLLEGE OF FURTHER EDUCATION

LECTURER IN APPLIED SOCIAL STUDIES

Applications are invited from professionally qualified social service workers to contribute to the teaching within a range of professional and social studies courses.

There is a particular need for a person with experience in the field of social studies to contribute to the teaching of the following courses:

- TEMPORARY LECTURER I - COMPUTER STUDIES
- TEMPORARY LECTURER I - TIMBER TRADES

To teach Carpentry and Joinery and Furniture Crafts.

Salary Scale Lecturer I - £5,910 - £10,512.

Application forms and further particulars may be obtained from the Principal, Norwich City College of Further Education, 100 Victoria Road, Norwich NR2 2LJ, to whom enquiries should be made.

Returned within 14 days of the date of receipt of this advertisement. (09078) 220026

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NOTTINGHAMSHIRE COUNTY COUNCIL

CLARENDON COLLEGE OF FURTHER EDUCATION

RE-ADVERTISEMENT

Applications are invited from professionally qualified social service workers to contribute to the teaching within a range of professional and social studies courses.

There is a particular need for a person with experience in the field of social studies to contribute to the teaching of the following courses:

- TEMPORARY LECTURER I - COMPUTER STUDIES
- TEMPORARY LECTURER I - TIMBER TRADES

To teach Carpentry and Joinery and Furniture Crafts.

Salary Scale Lecturer I - £5,910 - £10,512.

Application forms and further particulars may be obtained from the Principal, Clarendon College of Further Education, 100 Victoria Road, Norwich NR2 2LJ, to whom enquiries should be made.

Returned within 14 days of the date of receipt of this advertisement. (09078) 220026

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ADULT EDUCATION

NORFOLK

ADULT EDUCATION SERVICE

Area Head of Adult Education
(Salary within £10,000-12,000)

Required to co-ordinate provision in a large rural area based at King's Lynn.

For further details and application forms which must be accompanied by a large a.e., apply in writing to the Adult Education Section, County Education Office, County Hall, Norwich, Norfolk NR1 2DL.

Closing date 12th July 1985. (190651) 350005

Assessment Centres

NOTTINGHAMSHIRE

COUNTY COUNCIL
RESEARCH AND ASSESSMENT CENTRE
27, 28 Woodhouse Road,
Nottingham NG5 5GA

Generalist (male) plus Community Home Allowance. Required from January, or earlier if possible, keen, enthusiastic and flexible teacher, able to take on, not only general teaching role, but also able to offer a lively and interesting Physical Education programme for adults.

The general teaching task is usually of a remedial and compensatory nature with a specific requirement to provide Educational Assessment Reports for either Juvenile Courts, Social Services, or other agencies. This new post has been created to support the recommendations of the recently published report 'Towards an Effective System of Community Home Allowance'.

This is a re-advertisement. For an informal discussion please contact either Mr. J. W. Fenwick, or the Head of Education, Mr. M. G. Davies, on Nottingham 1000000.

Application forms available from the County Education Office, County Hall, 12th July 1985. An Equal Opportunities Employer. (193565) 420000

LONDON BOROUGH OF EALING

ADULT EDUCATION
BASIC EDUCATION SCHEME
LITERACY FOR ETHNIC/MINORITIES UNIT

Applications are invited for the following newly established posts within the authority's Basic Education Scheme:

LINK TUTOR (REF: ED497)

To undertake Basic Education/ESL teaching duties, establish links with various agencies and initiate outreach work with ethnic minority groups.

ESL RESOURCE TUTOR (REF: ED498)

To undertake Basic Education/ESL teaching duties, co-ordinate resources and provide a Basic Education counselling, information and advice service for ethnic minority groups.

Salary for both posts will be in the range £8,948-£11,650 p.a. depending upon qualifications and experience.

Candidates should possess an appropriate teaching qualification and have experience of working with ethnic minority students. Evening duties will be required.

Please quote relevant reference number.

Closing date 12.7.85.

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annex, New Broadway, Ealing W5 2BY. Telephone: 01-840 1995 (24 hour service). (193058)

SOUTH GLAMORGAN COUNTY COUNCIL

ADULT EDUCATION SERVICE

Co-ordinator for Basic Education Training Programme

To be responsible for co-ordinating all training programmes for both group tutors and voluntary tutors within the Adult Basic Education Service and to teach several basic education classes each week. The Co-ordinator will also be involved in the development of resource materials for the scheme. Experience of training in the field of basic education is necessary.

The full-time temporary vacancy under the Urban Adult Programme is available until 31 August 1986, at FE Lecturer Scale 1 and is based at the Priory Centre, Cardiff.

Further information and application forms are available from the Director of Education, Education Offices, Kingsway, Cardiff, CF1 4JG to whom they should be returned, within 10 days of this advertisement. (18936)

Youth and Community Service

DERBYSHIRE

COUNTY COUNCIL

DERBY AND SOUTH DERBYSHIRE EDUCATION AREA

YOUTH & COMMUNITY EDUCATION SERVICE

FULL-TIME WORKER WITH GIRLS AND YOUNG WOMEN

Applications are invited from suitably qualified and experienced persons for this newly created post following a review of the Youth and Community Education Service in Derbyshire.

The worker will be required to strengthen and develop existing provision working closely with established networks including a City Girls' Work Team.

Salary - JNC Scale 3 Points 3 - 7 £8,349 - £9,330 (Award pending).

Application forms and further details from Youth and Community Education Area, Education Office, 16 St. Mary's Gate, Derby DE1 3NN.

Closing date: Thursday 11th July 1985.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (15558) 40000

EAST SUSSEX

From August 1, 1985

JNC Range 1-5 (Scale 1-5) £9,584-£10,209 p.a.

Applications are invited from suitably qualified and experienced youth and community workers for the post of Youth and Community Worker.

This is a re-advertisement. For an informal discussion please contact either Mr. J. W. Fenwick, or the Head of Education, Mr. M. G. Davies, on Nottingham 1000000.

Application forms available from the County Education Office, County Hall, 12th July 1985. An Equal Opportunities Employer. (193565) 420000

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (15558) 40000

HAMPSHIRE

CRESTWOOD CENTRE

Shubert Road, Basingstoke, Hampshire RG24 0JN

Applications are invited from experienced and suitably qualified persons for the post of Youth and Community Worker.

This is a re-advertisement. For an informal discussion please contact either Mr. J. W. Fenwick, or the Head of Education, Mr. M. G. Davies, on Nottingham 1000000.

Application forms available from the County Education Office, County Hall, 12th July 1985. An Equal Opportunities Employer. (193565) 420000

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DERBYSHIRE

COUNTY COUNCIL

TEMPORARY DISTRICT YOUTH AND COMMUNITY WORKER

This successful applicant will be responsible for the development, supervision and support of youth and community workers in the Staveley and surrounding districts. Applicants must be suitably qualified and experienced for this area of work.

Salary Scale: JNC 13 - 14 £9,349 - £9,530.

Application forms and further details from Mr. P. Stockwell, District Youth and Community Education Officer, Newbold Road, Chesterfield S43 7DT. Tel: Chesterfield 204931.

Closing date: 12th July 1985.

Derbyshire County Council is an Equal Opportunity Employer. (15572) 440000

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Social Services

Red Bank C.H.E., Newton-Le-Willows, Merseyside WA12 8EA

TEACHER OF GENERAL SUBJECTS - ASSESSMENT UNIT

Salary Scale: Burnham Scale 1 plus £1110 per annum Community Homes Allowance, plus £2577 p.a. Excessive Duties Allowance.

A teacher with experience of assessment and general subjects is required for this residential Assessment Centre for 40 boys aged 10-17 years, with an additional eight secure places in Vardy House.

The appointment is to the Assessment Unit but the successful applicant would be expected to undertake his/her main tasks within Vardy House. Excessive duty of 15 hours per week will be required.

Flexibility is essential.

Single or married accommodation may be available on a temporary basis at a rental to be assessed.

Intending applicants are welcome to visit by arrangement with the Principal or the Headmaster, D.G. Martin. Telephone: Newton-Le-Willows 4621.

Application forms and further information are available from The Principal.

Closing date: 12th July 1985.

Lancashire County Council

An Equal Opportunities Employer

Lancashire County Council

Lancashire County Council

Lancashire County Council

Lancashire County Council

Lancashire County Council

Lancashire County Council

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Lancashire County Council

EDUCATION DEPARTMENT

Community Outreach Workers

(Eastlea and Lister Community Schools)

Salary JNC 3 (Points 1-5) £7866-£8844 plus London Weighting of £1038

If you are a qualified youth and community worker or a teacher with youth work experience, here's a chance to become involved in an interesting new initiative in Newham's Education Service.

The London Borough of Newham has recently decided to promote Community Education in its schools and has designated two Secondary Schools to take the lead in implementing its policy. These two schools will develop close links with the community setting out to serve the educational needs of local people and to draw them into the life of the school.

Strategies will include encouraging senior pupils to take an active part in the local community encouraging parents to participate in their children's education, promoting the formation of groups based in and around the school, organising evening activities tailored to local demand and arranging community use of facilities. Arising from this development a number of new posts have been created.



INTERNATIONAL SCHOOL OF TANGANYIKA LTD. Dar Es Salaam, Tanzania

The school offers an international education to some 1300 pupils aged 4-19 years drawn from 56 nationalities and employs a faculty of 125 (110 FTE). The secondary section offers courses leading to London (overseas) GCE 'O' level and the International Baccalaureate.

"Due to late withdrawals, well qualified and experienced teachers are invited to apply for the following posts vacant in August 1985 -

1. Head of Computer Science
2. Teacher of English

3. Teacher of Infant/Junior Classes (2 posts) experience of teaching to 18 higher level or GCE A level essential for posts 1 and 2."

Passages, a generous baggage allowance, accommodation, UK based medical insurance, free education and an annual leave allowance are provided. The initial contract is for two years renewable by mutual agreement.

For full details and application forms send a LARGE S.A.E. to The Secretary, 25 Hall Lane, Maghull, Merseyside L31 3DY.

(12042)

ALEXANDRIA EGYPT

HEAD OF DEPARTMENT

The Alexandria School's Trust, a UK based charity, seeks to recruit a Senior Teacher of English to be Joint Head of Department at Victoria College, Alexandria, to work with an Egyptian Senior Teacher. The school is large and semi-autonomous for children aged 4-18 and works to an academic syllabus equivalent to GCE 'O' and 'A' Levels. The English department includes two experienced teachers and five junior teachers who are British graduates recruited by the Trust in addition to a large staff of qualified Egyptian teachers.

The person appointed will have an appropriate teaching load as well as the administration of the department. He/she may wish fully assimilated, possibly in the second year, take on increased responsibility by assuming the duties of Supervisor and In-service Teacher Trainer of British and Egyptian staff. He/she should have at least 6 years overseas experience preferably in the Arab world, a TEFL or TESL qualification preferably with a Masters Degree or equivalent and some teacher training experience. Salary by negotiation according to age and experience in addition to a local salary paid by the school.

The Alexandria School's Trust has requested that recruitment be undertaken by the World-Wide Education Service from whom further details and an application form may be obtained at the following address: World-Wide Education Service, Stroud House, 44-50 Osnaburgh St., London NW1 3JN. Tel: 01-497-9226.

(18989)



The Ashaka Cement Company Limited A Teaching Package

Blue Circle Industries PLC, who have interests worldwide, are seeking a married couple for the posts of Headteacher and Assistant Teacher at the Primary School of their associate company, AshakaCem, in Northern Nigeria. The School is well equipped, and provides education for the children aged between 4 and 11, of Nigerian and Expatriate Management Staff. It is run on traditional UK Primary School lines.

Applicants, under 35 years of age, should have appropriate British qualifications and considerable relevant experience. The applicant for the post of Headteacher should have held a senior post in a UK Primary School. The two year contract, which offers excellent conditions and salary, including two UK passages a year for each person and a terminal gratuity, will commence in January 1986.

Further details and application forms are available from: Personnel and Training Co-ordinator, Overseas Personnel Department, Blue Circle Industries PLC, Portland House, Stag Place, London SW1E 5BJ.

to whom they should be returned by 19th July 1985. Interviews will be held in London in early September 1985. Previous applicants need not reapply.

OVERSEAS POSTS continued

THE ENGLISH SCHOOL Bogotá, Colombia

This bilingual, international school of 750 pupils whose senior students follow the I.B. Diploma programme, requires for September 1985:

1. Head of Maths Department
2. Maths teacher
3. Chemistry teacher

Ability to teach to Higher Level I.B. is a requisite for these three positions.

Two year contracts. Return air fares. Baggage allowance. Competitive salary scale. Interviews in England.

Apply in writing with full C.V., names of two referees and recent photo to:
The Headmaster, The English School,
Apartado Aéreo 51284, Bogotá,
Colombia, S.A.

(18987)



INTERNATIONAL HOUSE ALEXANDRIA

The International House affiliated school in Alexandria, Egypt, requires

DIRECTOR and DIRECTOR OF STUDIES

Both appointments are initially for 2 years from Autumn 1985. Significant educational and administrative experience within a TEFL context is essential, and knowledge of the Middle East is desirable.

Further information from/applications with full C.V. to: Teacher Selection Dept., International House, 106 Piccadilly, London W1V 9FL. Tel: 01-491 2598.

(18302)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

LAMCO

As managing agent for LAMCO, Granges International Mining of Sweden, offers the following important appointments in Liberia, West Africa

Teachers: International Schools (Full British curriculum)

Teachers (children ages 12-16 years)

Responsible for administration and teaching of English courses provided by the WORLD-WIDE EDUCATION SERVICE (the Company's schools being WES affiliated). Also to teach English to Swedish pupils. Ability to teach all subjects is essential, including one language and Science. Also ability to teach music and take responsibility for all musical activity is very important, or alternatively ability to teach arts and crafts. Should have appropriate degree plus teaching qualification or teaching degree. At least five years teaching experience.

Teacher (children ages 9-12 years)

Responsible for teaching English and general subjects. Ability to play the piano, lead choir and give music lessons, preferably also, ability to teach arts and crafts. Should be Teacher Training College graduate with at least five years teaching experience.

Teacher (children ages 6-9 years)

Responsible for teaching English and general subjects. Ability to teach arts and textile crafts to early grades. Should be Teacher Training College graduate with at least five years experience. The positions offered are suitable for single men or women, or possibly married teachers without children, and able to take up the appointments mid-August 1985. Preferred age range 28-40.

Benefits include: Free housing (furniture provided at low rent). Free medical attention. Annual salary review. Non-contributory pension scheme. Settling-in and transportation allowances. Contract renewal bonus effective after twelve months service, counted from date of employment. Annual leave. Salaries, which are negotiable, will be paid in U.S.A. Dollars (subject to local tax).

The LAMCO Joint Venture operates iron ore mines at Mount Nimba, 170 miles inland. Yekope and Buchanan are the industrial and residential complexes run by the company. The iron ore is transported by railroad to the port of Buchanan. There is one small international school at each community. English is the official language. Please send your application and all relevant details about training, qualifications and experience to:

**GRANGES
INTERNATIONAL MINING**
(Dept TES2), Linen Hall, Room 643,
162-168 Regent Street, LONDON W1R 7FD.

(26A)

OVERSEAS POSTS continued

KUWAIT
Local developments require additional teachers for the following schools:
1. Greenacres School, September 1985.
2. Applications (with full C.V., referees and recent photo) to: The Secretary, Greenacres School, P.O. Box 8649, Kuwait. (15927) 460000

Posts Overseas Algeria

Teachers of EFL The British Council, Algiers

Duties: to teach EFL at all levels for up to 24 hours per week, and to assist with enrolment, registration, materials preparation and cataloguing, testing etc.
Qualifications: a degree, preferably in English or a foreign language, RSA Dip. or PGCE TEFL or equivalent; at least two years' TEFL experience. Reasonable spoken French is necessary to cope with everyday life. Preferred age range is 25-35. Single candidates or married teaching couples without children will be considered.
NB: Previous candidates need not re-apply.
Salary: DA 54,000-67,200 (\$1-DA 6.45 approximately) per annum, plus allowances for professional qualifications.
Benefits: airfares, baggage allowance, settling-in allowance, subsidised accommodation, 40 working days' leave plus local holidays, free medical treatment.
Contract: one-year contract with the British Council, renewable by mutual consent.
Reference: 85 D 30-42T

Algeria

Deputy Director of Studies The British Council, Algiers

Duties: responsibility for weekly in-house teacher training sessions and supervision of RSA correspondence course; syllabus design, including the integration of video and CALL; responsibility for academic co-ordination of DTO, testing etc; up to eight hours per week classroom teaching; assisting DOS with administration and management of the DTO.
Qualifications: degree, preferably in English or foreign languages; RSA Dip. or PGCE TEFL or equivalent; postgraduate diploma in TEFL or MA in Applied Linguistics; 5-10 years' TEFL experience, including teacher training and use of video. Experience of CALL would be very desirable. Single candidates or a teaching couple will be considered.
NB: Previous candidates need not re-apply.
Salary: \$12,000 per annum plus local allowance (\$1,000/\$3,000 married).
Benefits: free furnished accommodation, airfares, baggage allowance, medical cover, settling-in allowance, 40 working days' leave plus local holidays.
Contract: a one-year contract with the British Council, renewable by mutual consent.
Reference: 85 D 138T

China

Lecturer in English University of Peking

Duties: to teach applied linguistics, psycholinguistics, some ELT methodology and discourse analysis at postgraduate and undergraduate level.
Qualifications: candidates must be British citizens with a first degree in English or another modern language; MA in Applied Linguistics and five years' relevant TEFL experience.
Salary: local salary approximately Yuan 700 (\$1-3.0 Yuan approximately) per month plus annual sterling subsidy of \$5,782.
Benefits: fares, free accommodation, baggage allowance, installation grant, superannuation contribution.
Contract: one year, renewable, commencing 1 September 1985.
Closing date for Applications: 8 July 1985.
Reference: 84 B 86-105T

Saudi Arabia

English Language Instructors English Language Teaching Institute British Council, Riyadh

Duties: to teach English for 21 contact hours per week, plus preparation, marking, assessment, reporting and class administration.
Qualifications: candidates should be preferably single and male. Degree with RSA Dip. TEFL or PGCE (TEFL) plus overseas Middle East experience. Candidates should be familiar with the Arab world and with slow non-academic learners. Secondary school experience in the Third World would be useful.
Salary: SR 6233 per month (\$1-RR 4.66 approximately).
Benefits: free furnished accommodation, 42 days' annual leave, fares paid at beginning and end of contract. Baggage allowance and free primary medical care.
Contract: with the British Council for one academic year from 14 September 1985 renewable by mutual consent.
Closing Date for Applications: 8th August 1985.
Reference: 85 D 087

KENYA GREENACRES SCHOOL

Vacancies for a Physics teacher and a Chemistry teacher for the following schools:
1. Greenacres School, September 1985.
2. Applications (with full C.V., referees and recent photo) to: The Secretary, Greenacres School, P.O. Box 8649, Kuwait. (15927) 460000

KENYA HARLEIGH HIGH SCHOOL

Vacancies for a Physics teacher and a Chemistry teacher for the following schools:
1. Harleigh High School, September 1985.
2. Applications (with full C.V., referees and recent photo) to: The Secretary, Harleigh High School, P.O. Box 43112, Nairobi. (15927) 460000

GRECE

Yannis Bellas International School is seeking candidates for the following posts:
1. Mathematics (O & A level).
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ENGLISH LANGUAGE TEACHERS

TAX-FREE OPPORTUNITIES IN SAUDI ARABIA

British Aerospace has continuing requirements for qualified male English Language Teachers to join our staff in Saudi Arabia and teach English to students and cadets beginning their training in the Royal Saudi Air Force.

These are excellent opportunities for experienced teachers to earn high tax-free salaries working in well equipped educational facilities as part of our large British expatriate staff.

Applicants must be male UK citizens below the age of 50, with English as their mother tongue. They should be qualified teachers, with a degree in English, Linguistics or Modern Languages and at least 5 years' teaching experience, including 3 years in TEFL.

In addition to the high tax-free salary, successful candidates will receive free accommodation, messing, medical care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing giving brief details of experience to: The Personnel Officer, Saudi Arabia Support Dept., Ref 029/TES 2 FREPOST, British Aerospace Aircraft Group, Warton Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

**BRITISH
AEROSPACE**
IN SAUDI ARABIA

OVERSEAS POSTS

COLOMBIA

THE BRITISH AMERICAN SCHOOL
Barranquilla, Colombia
(380 pupils on roll)

Requires for September 1985 the following suitably qualified teachers:

3 Infant Teachers with sound interest in the development of reading and writing and experience with the basic through to literacy scheme.

2 Primary Teachers to teach English, Maths and Mains on a class basis. Familiarity with Flinders is desirable.

1 Science Teacher for 11-16 year olds.

2 E.F.L. Teachers to run an intensive English program throughout primary school. Good qualifications and experience vital.

All the above eight posts are for one year renewable contracts, renewal bonuses available.

Apply in writing with Curriculum Vitae, a contact phone number, recent photograph and names, addresses and telephone numbers of two referees to: Mr. J.C. Turton, 15A, Belmonte Lane, Lymington, Hants SO4 9NL. (Interviews by the Headmaster in London in July, (03557) 460000)

GREECE

TEACHING POSTS IN
Duties: to teach English as a foreign language at all levels, from beginning to advanced. Qualifications: Candidates should be native English speakers, have a degree either in English Language and/or Literature or in Linguistics or in Languages or something appropriate.

Good pay, travelling expenses to Greece, help to find accommodation, good working conditions right in the heart of Thessaloniki, and an opportunity to really use modern methods in a renewable contract. Only professionally minded people are invited to apply.

Please send me at MOUNT ROYAL HOTEL, Oxford Street, Marble Arch, London W1, Monday 8th July, 1985, between 10 a.m. and 6 p.m., bringing your curriculum vitae and a recent photograph. (At the Reception desk for Mr. Karanitsas). (15551) 460000

NDOLA, ZAMBIA

Applications are invited for the post of HEADMASTER

at Nsansa Primary School, Ndola for January 1986.

Nsansa School was established in 1979 to meet the needs of English speaking expatriates and others in Ndola. The school has an intake of 300 pupils from 4-12 years and runs its own detached nursery unit.

The Board of Governors wish to appoint a fully trained experienced Primary Teacher combining administrative and teaching experience at infant level. Previous teaching overseas and a teaching wife would be an advantage.

A two year renewable contract is offered, with various negotiable salary allowances, relocation expenses, airfares, 25% gratuity, free accommodation and use of school vehicle.

Please submit c.v., photograph, and testimonials to Mr G.H. Paton, Board Governors, Inte Education Ltdm, Box 71501, Ndola, Zambia

(18824)

QUEEN'S COLLEGE NASSAU, BAHAMAS

The Methodist Church in the Bahamas, through the Principal of Queen's College, invites applications from qualified teachers of Physics. A vacancy will exist effective 1st September, 1985, for a teacher qualified to teach Integrated Science to the first three years of secondary school and qualified also to teach Physics to the O and A Levels (parallel with a CSE-type course) in the senior years.

Queen's College consists of three sections: an Early Learning Centre, a Primary and a Secondary Division. The total student population is approximately 1,400. The school has operated as a top school in the Bahamas since 1880. Staff are expected to work in harmony with the goals of the Methodist Church.

Interested persons should Air Mail an application to Rev. C. A. Sweeting, Principal, Queen's College, P.O. Box N-7127, Nassau, Bahamas. Recent experience has been that "Swiftness" and other services arrive in the Bahamas no sooner than the direct Air Mail service.

All applications must be supported by a curriculum vitae, but need not include supporting documents; these will be requested when a person is selected for further consideration and will possibly slow down delivery of the initial application.

(18889)

JORDAN

Govt./Teacher required for 11 and 12. Knowledge of French helpful. Available for immediate interview before 8th July. Two year contract starting as soon as possible. Write and include Tel. No. to: 32 Post St. Ant. 15, London SW1. (03195) 460000

FINLAND

Infant school teacher required, holding 1st, 2nd, 3rd and 4th class. Salary 3-7 at the English Primary School of Mänttä and Viipuri. App. 40 hrs per week. Teacher assisted by a Finnish teacher. Salary 3000FIM per month, travel expenses paid to and from Finland. Accommodation arranged. Send applications by July 20th 1985, giving details of experience, marital status, recent photograph and curriculum vitae to: Mrs. S. Viipuri, Finland. Tel. 358-34-44 107. 460000 (03192)

SOUTHERN TURKEY

Certified teachers with degrees in English, maths, chemistry, physics apply now for Sept. 1985 to teach in established school. Wollmer M. Robinson, Private Tutor, Agricultural School, Tarsus, Turkey. (18808)

SPAIN

BAZA
E.F.L. Ibiza, Spain
Teachers with Primary and Secondary experience to teach English in Private Language School.
Apply to Mrs R. Taylor, 72 Warton Lane, Kettering, Tel. 0536 513646. (15552) 460000

SPAIN

Graduate EFL teachers with 3-5 years' experience, Oct. 1985 to June 1986. Full C.V. and recent photo to: Ruanova 35/1, 27004 LIGOS, Spain. (15554) 460000

SPAIN

Madrid
Wanted qualified experienced EFL Teachers October 1985 to June 1986 for Madrid, South Coast C.V. with photo to: 16A George Road, Twickenham, London W11 0GR. 460000 (15568)

SPAIN

Wanted qualified experienced EFL Teachers October 1985 to June 1986 for Madrid, South Coast C.V. with photo to: 16A George Road, Twickenham, London W11 0GR. 460000 (15568)

SWEDEN

INTERNATIONAL LANGUAGE TEACHERS
TEACHING APPOINTMENTS
1985/86
TEFL IN SWEDEN
Points are of 2 types. Type A involves Cambridge Certificate. Applicants must have minimum of 2 years previous full-time TEFL experience and the full RYA 2 EFL Diploma or equivalent. Type B involves the teaching of General English to adults. Candidates must have qualified teacher status in their own country and a UK TEFL qualification.
Applicants for both types of post must be British and aged between 22 and 30.
For further information and application form send stamped addressed envelope to International Language Services, 14 Rolleston Street, Solihull, SP1 1ED. 460000 (03528)

THE INLINGUA ORGANISATION
vacancies to enter Singapore, Europe and in invited from graduates who would like to know more about Inlingua. Methods training available. For further details, please write to Inlingua, Park House, Birmingham B15 9JJ. (03598) 460000

TURKEY

T.E.D. KAYSERI COLLEGE
Kayseri, Turkey
2 teachers required to teach English in the primary school. Contracts for 3 years. Salary 1,100,000 TL. Free accommodation. Please send written applications plus C.V. to: Altin, 20 Carr Avenue, Merthyr-Tydfil, Glam. S. S25 6EE. (03547) 460000

UGANDA

CHURCHMAN TEACHER FOR SECONDARY SCHOOL FOR THE BLIND IN UGANDA
To teach Braille (Rugby) Literature/Tutoring.
Apply to: Volunteer Missionary Movement, Sharn, London Colney, B. Albans, Herts. AL9 5AE. Tel. Rowinggreen (0781) 2455. (17647) 460000

UNITED ARAB EMIRATES

AL-DHAFRA SCHOOL
Ajman, Abu Dhabi, Emirate
The following staff are required for September:
1. A Kinder Garden Head teacher.
2. A Kinder Garden teacher.
3. A Kinder Garden teacher.

Applicants should be qualified female teachers, preferably with Multi-National Overseas teaching experience. Interviews will be held in London in late June and early July.
Please send C.V. with recent photograph to: Dr. Cor. M. D. Al-Faraj, Begbush Grove, Harrogate, Wetherby, West Yorkshire HG15 2JL. (01777) 460000

WEST GERMANY

PRIVATE LANGUAGE SCHOOL IN WEST GERMANY
Seeks full-time English Teacher from 1st September 1985 for Long-Term post (min. 1 1/2 - 2 yrs). Successful candidate will have English as his/her mother tongue, good knowledge of German, TEFL experience.

The job involves teaching mainly adults at all levels from beginners up to Cambridge 1st Certificate.
Applicants, including C.V. photo and salary expectations, to arrive at the latest on 24th July 1985, please. English-Schule, 87, 5610 Nollath, West Germany. Tel: (0212) 50741 (03508) 460000

ZAMBIA

NANSAN SCHOOL
Ndola
Due to reorganisation:
(1) Infant Teacher.
(2) Junior Teacher.
Qualified staff required. Car. 2 year contracts. Salary based on experience. Further details, with c.v. to Mr. West, P.O. Box 71501, Ndola, Zambia. (15524) 460000

GENERAL SCIENCE AGRICULTURE METALWORK MATHS WOODWORK TECHNICAL DRAWING ENGLISH LANGUAGE BUILDING

Secondary schools in Zimbabwe need teachers of these subjects. School intakes in Zimbabwe have expanded dramatically over the last five years, but teachers are in short supply.

CIIR - a member of the British Volunteer Programme - has been sending teachers to rural schools in Zimbabwe since 1981. We are now looking for teachers, with a degree in a teaching subject, a teaching qualification, or a full City and Guilds training. You must be prepared to take a 2 year contract. You should also have practical experience - either in teaching your subject, or in practising the skills you intend to teach - and you will need to be prepared to make the best of the resources available in your school. CIIR can only place single teachers or working couples without dependants.

School terms start in January, April and August: we are now considering applications for January 86.

We will give you language training (even though most of your classroom work will be in English). And we'll prepare you for the living and working conditions you will find in a rural school in Zimbabwe.

CIIR will provide your air-fares there and back, insurance, a modest salary both during training and during your contract, and grants to equip you before you go and to re-equip you when you finish your two year contract.

For full information and an application form, send a large SAE and, if possible, your cv to CIIR Overseas Programme, 22 Coleman Fields, London N1 7AF. Or ring 01-384 0883. Please quote ref TES/5. (17706)

"This post is subject to the LMGC ring-fence procedure. Applications are restricted to employees of affected authorities in the GLC area."

Specialist Careers Officer £10,134-£10,764

Applications are invited from qualified and experienced Careers Officers for the new specialist post working with older/able pupils in 6th forms and colleges across the Borough.

The officer appointed will be expected to show considerable initiative in developing the role. Previous experience of this area of work would be a great advantage, even though appropriate training would be arranged. Temporary housing (up to 51 weeks), 100% removal expenses (£800 max.), generous relocation costs and lodging allowance where appointee needs to move.

Application forms and further details are available from the Education Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ. Telephone 01-865 8388. Closing date: 26 July 1985. Please quote reference OGD/459 (18842)

London Borough of

An Equal Opportunity Employer

Enfield

EDUCATION DEPARTMENT YOUTH AND COMMUNITY EDUCATION SERVICE

Assistant Organiser (for Duke of Edinburgh's Award Scheme and outdoor pursuits)

Applications are invited from experienced Youth and Community Workers or teachers for the above post.

Applicants should have mountain leadership experience and suitable qualifications and also hold a current driving licence.

Salary and conditions of service in accordance with J.N.C. Range 3 (Points 1-5) £7,866-£8,844 plus London Allowance of £1,038 per annum. A casual Car Users Allowance will be payable.
If you would like to discuss this post further, please contact the Organiser for Duke of Edinburgh's Award Scheme and Outdoor Pursuits, David Crawford-White on 01-472 4435 or Rosemary Finch on 01-334 4545, Extension 5732.
For application forms and further details, please write to the Director of Education, Education Office, 378-383 High Street, Stratford E15 4RD, telephone 01-534 4545, Extension 5765. Closing date: 16th July 1985. (18356)

LONDON BOROUGH OF NEWHAM

EDUCATION SENIOR CAREERS OFFICER (Unemployment Specialist)

Required to work as an Unemployment Specialist in the Luton Careers Office.

The successful applicant will specialise in the unemployment problems of young people, and must have the ability to empathise with unemployed youngsters and to work with them in a variety of settings.

The Senior Careers Officer would be expected to undertake development work across the County, and to explore new methods and help set up projects relating to the unemployed and youngsters at risk. Other duties include persuading firms to employ additional young people or to create opportunities under the Youth Training Scheme, and the provision of a guidance service for trainees on the scheme. The ability to deal confidently with employers is an essential requirement of the post.

Salary Grade Scale 6 £8,532-£9,114.

Application form obtainable from the Head of Manpower Services, County Hall, Bedford. (S.A.S. please). Closing date 10th July, 1985.

The Council is an Equal Opportunity Employer.

Bedfordshire
COUNTY COUNCIL

Administration Local Education Authority

BERKSHIRE TEACHING CAREERS OFFICER (Scale 2)

Applications are invited from people with at least two years' working experience, possessing a degree or other relevant professional qualifications. Applicants must have obtained or be applying for a place on a course leading to the Diploma in Careers Guidance. The successful candidate will be seconded to the course of training.

Application forms and further details (enclose S.A.S.) from the Director of Education (C), Shire Hall, Sunfield Park, Reading RG2 9XE. Closing date 18th July. An Equal Opportunity Employer. (15634) 460000

HERTFORDSHIRE COUNTY COUNCIL EDUCATION WELFARE OFFICER

To join a team of five in the Hertfordshire Education Welfare or Social Services. The salary scale is £6,555 - £8,265 with a 7.44% plus £282 Fringe. The point of entry is determined from age, qualifications and experience. Removal allowance may be payable.

Application form and further details from Mr. J. W. Welford, Education Welfare Officer, 31 Hempstead Road, Watford, Herts WD1 3EP. Please enclose stamped addressed envelope. Applications to be returned by 18th July 1985. 480000 (03487)

Application form and further details from Mr. J. W. Welford, Education Welfare Officer, 31 Hempstead Road, Watford, Herts WD1 3EP. Please enclose stamped addressed envelope. Applications to be returned by 18th July 1985. 480000 (03487)

CAMBRIDGESHIRE ASSISTANT EDUCATION OFFICER (F E)

Starting salary to be agreed around £13,500 p.a.

The successful applicant will be well qualified with either management experience in a Further Education College, or in Local Authority administration.

The work is varied and challenging, and the ability to "get the job done" with the minimum of supervision will be the prime requirement.

Further information (SAE please) from, and applications to, Chief Education Officer, Shire Hall, Cambridge, CB3 0AP. (Tel: Cambridge 317920). Closing date 7th July. (18728)

EQUAL OPPORTUNITY EMPLOYER



Buckinghamshire County Council

An equal opportunity employer

PRINCIPAL ADMINISTRATIVE OFFICER (FURTHER EDUCATION) PO 3 (£12,243 to £13,326 p.a.)

The principal administrative officer is responsible to the Senior Education Officer (further education) for the overall administration of the further education section which includes student awards and the youth training scheme. Applicants should have wide experience in all aspects of the further education service. Familiarity with financial controls and the applications of computer systems to administration will be an advantage.

The person appointed will have the opportunity for exercising personal initiative and should be clear-thinking and well organised with a sense of humour and the ability to work well in a team.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ (or telephone Aylesbury 6000, Ext. 8128). Closing date for applications: 12 July 1985. (18388)

EDUCATION DEPARTMENT Careers Officer

Scale 4/5 £7212-£8919 p.a. inc. with bar at £7986.

Applications are invited from suitably qualified and experienced people for the post of Careers Officer. Officers of the Newham Service are expected to be equally adept in advising employers, counselling and helping the young unemployed.

Preference will be given to applications from officers who have successfully completed Parts 1 and 2 of the Diploma in Careers Guidance. The Newham Career Service is currently being re-organised.

Further details and application forms are available from the Director of Education, Education Department, 379 High Street, Stratford, London, E15, or telephone 01-534 4545, Ext. 5765. Please quote Ref. E29.

Closing date: 12 July 1985. (18885)

LONDON BOROUGH OF NEWHAM

ilea Inner London Education Authority

INNER LONDON PICKUP UNIT

1. Co-ordinator/ Principal Lecturer 2. Development Officer/ Senior Lecturer

PICKUP is a national programme to develop provision by the Education Service for professional, industrial and commercial updating. The Inner London PICKUP Unit has been established by ILEA to support the development of updating programmes in its thirty-two colleges and polytechnics. The unit will work with establishments in developing a network of providers across the Authority. It will also be responsible for developing more effective marketing mechanisms for the full range of vocational updating opportunities in Inner London. The unit will be based at the Vincent Square site of Westminster College.

Lecturers who will be responsible for the day-to-day work of the unit, and of Development Officer/Senior Lecturer, who will take a major responsibility for one part of the work. Applicants for both posts should have experience of one or more of the following: organisation of short courses programmes, adult curriculum development. The posts are initially for a two year period. The successful applicants, whether already employed by the Authority or from outside the ILEA service, will be offered temporary fixed-term appointments at the appropriate Burnham salary with secondment to the PICKUP Unit.

The salary for the Co-ordinator will be in the range £13,095-£14,880 and for the Development Officer £11,776-£13,128, both plus London allowance of £1,038.

Application forms and further particulars can be obtained from: The Education Officer (FHE Resources), Inner London Education Authority, Room 285C, County Hall, London SE1 7PB, or by telephone from Mr Knight 01-833 8365. The closing date for applications is 11th July 1985.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

NORTH YORKSHIRE COUNTY COUNCIL PROFESSIONAL ASSISTANT SPECIAL SERVICES

County Hall, Northallerton
£9,477 - £11,025

You should have a good honours degree and a few years' successful teaching experience. This is an ideal job if you are looking for a first post in educational administration.

You would at first be engaged mainly in administrative work concerned with the identification of children with special educational needs and the education provision made for them. Your duties would include contact with special schools and units, advisory and support services, the Schools Psychological and Education Welfare Services. There would also be some opportunities for contact with primary and secondary schools in connection with the implementation of the Education Act 1981. Specific experience of special education though not essential would clearly be of particular use.

The duties of Professional Assistants in North Yorkshire are rotated from time to time and you can expect a thorough grounding in more than one aspect of educational administration.

Application by letter (no forms) to the County Education Officer, Room 34, County Hall, Northallerton, DL7 8AE, from whom details of the post are available.

Stamped addressed envelope please. Closing date Friday 12th July, 1985.

Stamp

London Borough of BRENT Phase Adviser Junior/Secondary

Soubury H.T. Group 10E18, 824-£18,141 p.a. plus £1,038 London Allowance.

Applications are invited for this new post of senior adviser (one of three Phase Advisers) to be responsible, in co-operation with other advisers, for the provision of good educational practice to meet the needs of children at the upper Junior/lower Secondary stage. The development of successful strategies for facilitating transfer to secondary school will be an important part of the post holder's responsibilities.

We are looking for someone with experience of holding senior responsibility, initiating curriculum development, and organising in-service courses particularly for teachers of the age range 9-14. He/she should be able to demonstrate understanding of, and commitment to, education from an equal opportunities/multicultural perspective.

We would particularly welcome applications from black and minority ethnic groups.

This is a re-advertisement - previous applicants will automatically be reconsidered.

THIS POST IS NOT SUITABLE FOR JOB SHARING.

Application forms and job descriptions from the Personnel Division, Room 1, Brent Town Hall Annex, Kings Drive, Wembley, Middlesex HA9 8ER, returnable by 19th July. Telephone 01-903 0371 (24 hour Answerphone service). Reference number E932 must be quoted. (18822)

